

**THE ROLES OF HUMAN RESOURCE MANAGEMENT IN
THE IMPROVEMENT OF ENGLISH COURSE TEACHING
QUALITY (A Qualitative Study At Lembaga Bahasa An Pendidikan
Profesional (LBPP) LIA Surakarta)**



A Thesis

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**Submitted to Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements for Getting the Undergraduate
Degree of Education in English Department**

**TEACHER TRAINING AND EDUCATION FACULTY
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SURAKARTA**

2009

ABSTRACT

DHINAR SRI RUSTIANA. K 2205007. **THE ROLES OF HUMAN RESOURCE MANAGEMENT IN THE IMPROVEMENT OF ENGLISH COURSE TEACHING QUALITY (A Qualitative Study at Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta)**. Thesis. English Department of Teacher Training and Education Faculty. Sebelas Maret University, Surakarta. 2009.

This research investigates the human resource management of English Course and its roles to the teaching quality improvement in the form of qualitative study. The underlying reason of doing this research is regarding the phenomenon that there are not many English courses, which exist and meet the criteria of the good courses. Thus, the objective of this research is to describe the human resource management roles of an English Course and the teachers' teaching quality toward it. The problems of the research are (1) How does the Human Resource Management (HRM) in Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta treat its teachers and (2) How and to what extent does the HRM of LBPP LIA Surakarta make the improvement of teaching quality of teachers.

The research was carried out at LBPP LIA Surakarta on March until May 2009. The sources of the data are (1) events, (2) informants, and (3) written documents. The data were collected through (1) observation, (2) in-depth interview, and (4) document analysis. In analyzing the data, the writer used interactive model analysis including reducing the data, presenting the data, and drawing conclusion.

The result of the research shows that: (1) LBPP LIA treats its teachers by providing many services and facilities to its teachers in order to support, develop and improve the teaching ability of the teachers. From the treatment given by HRD, it found that: (a) Teachers assumed that the tight teacher recruitment process and work discipline applied in LBPP LIA are able to motivate them to show their best work performance, (b) the salary, incentive and bonus received by the teachers are reasonable and are able to improve teaching quality of the teachers through high motivation of work, (c) The training programs held by LBPP LIA every year is beneficial and helpful for the development of teaching quality of the teachers, (d) The facilities provided for the teachers are sufficient and helpful for teachers' work, (e) The insurances and pension fund gave the guarantee for full-time teachers in their work continuance, (f) the work environment in LBPP LIA is very comfortable, (g) The students of LBPP LIA stated that the teachers' teaching method are interesting and are able to make the students to be more active in the class, (h) According to LBPP LIA students, the teachers are smart, kind, and friendly. (2) The HRM in LBPP LIA provides good services and enough facilities to its teachers. It is proved by the teachers' perception that they are treated well and satisfied with the treatments. Based on the research findings, the theory constructed is that Human Resource Management (HRM) roles in LBPP LIA

which are carried out by HRD gave improvement to teachers' teaching quality, in the case of salary, incentive, bonus, insurance, facilities, training program, and work environment.

In general, this research shows that to maintain its existence, an English course should have good management inside, in this case is good human resource management. It is because the good HRM will create good quality of employees.

APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

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MOTTO

"Knowledge is not enough, we have to practice it.

Intention is not enough, we have to do it."

(Johann Wolfgang von Goethe)

DEDICATION

This thesis is whole-heartedly dedicated to:

1. Beloved parents 'Mimam and Sipap'
2. Beloved older sisters 'Arlina, Berliana,
Cahyani'
3. Beloved nieces 'Tita and Atha'

ACKNOWLEDGMENT

Praise be to Allah the Almighty, The Merciful for His Blessing that the writer can finally complete her thesis. This thesis cannot be separated from other

people's help and guidance. Therefore, the writer would like to say her special gratitude to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. The Head of Language and Art Department and The Head of English Department of Teacher Training Education Faculty.
3. Dra. Dewi Rochsantiningsih, M.Ed.,Ph.D. and Prof. Dr. Joko Nurkamto, M.Pd., who have patiently give their guidance, advice, encouragement and time from the beginning up to the completion of the thesis writing.
4. The HRD Manager of LBPP LIA Surakarta, the teachers of LBPP LIA Surakarta, and the students of LBPP LIA Surakarta.
5. All of the lecturers of English Department for the knowledge and experience.
6. Her beloved family, for love, support, advice and praying her all the time.
7. Her beloved friends "Ndut, Ria, Rina, Gombong, Polem, Pipit, Novi" and all friends who cannot be mentioned one by one, for the help, big support and great friendship.

The writer does realize that this thesis is far from being perfect. However, she hopes that this thesis can be a good contribution for everyone.

Surakarta, 2009

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CHAPTER I

INTRODUCTION

A. Background of The Study

Nowadays English is very essential for the progression of developing country like Indonesia. It is because English has used by most countries all around the world. English is used for global communication, developing technology, science, and building international relationship among countries. Therefore, the government used to improve the quality of English education by implementing English in educational curriculum in every level of education. This is suitable with the statement in curriculum: *“English is the first foreign language in Indonesia which is essential for the purpose; understanding and developing science, technology and culture and for developing relationship among countries”* (Depdikbud 1994: 67).

Because of the necessity to learn English, the need of learning English is being increased. The other reasons why the need of learning English increased are: (1) English is used in global communication, (2) English is used in many science disciplines, and (3) English is used in the application of worldwide

technology. It is therefore the English education in school must be given more attention. Many formal schools has used to intense English for the students in school environment. It can be in the form of curricular and extracurricular activities.

Although the schools have had many efforts in improving students' mastery of English, unfortunately they cannot fulfill the need yet. The reasons underlie the inability of formal school in fulfilling the students need of English are: (1) The insufficient involving time for English in school, (2) Uninteresting or conventional method applied by teachers in school, which make the students aren't attracted, (3) The large amount of students in the class which make the learning process out of focus.

Therefore, In order to fulfill the need of learning English, students choose another way to learn it. They decide to join a course. A course can be defined as a non-formal institution which serve certain education. Yunus (2005: 3) states that a course is a service education out of school which is held in a community. The big desire of students to fulfill the need of learning English finally supports the development of English courses. Then, many English courses spring up like mushrooms. They are compete to attain students as many as possible by offering their 'products', for example; many interesting programs, fun learning method, comfortable place, and good materials.

The students are not promiscuously in choosing an English course. They may choose certain English course based on some considerations, namely: (1) The recommendation of people they are trust; their friends or family, (2) The English

course is the most famous course in the area, (3) The English course has an achievable fee, (4) The English course has good material and interesting method in learning activity.

Every course has its strengths and weaknesses. Some courses are good in marketing, but bad in services. The other courses offer cheap cost in their programs, but the facilities are not good and sufficient. Therefore, an English course can be categorized as good course if it is be able to fulfill some criteria, such as; the English course has complete learning facilities, good teachers, good methods in teaching learning process, good services and good management inside it.

The students will join to an English course, which appropriate with their need. They usually decide to join the course which: (1) provides the complete materials of English mastery (speaking, listening, reading writing), (2) gives the good and sufficient facilities, (3) gives easy, fun and interesting method in the teaching learning process and applicable in real life.

There are few English courses, which met the criteria of the good courses. LBPP LIA, English First, English Lovers, IEC are some big English courses which still exist in Surakarta. They try hard to stay exist in the rapid competition among others by providing many strategies. The various strategies provide by English courses are mostly offer the practical way of learning English. So, they promote that learning English is not difficult.

One of the best English course in Surakarta is Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA. This English course is considered as a big

and famous course institution. There are some indicators related with the consideration: (1) LBPP LIA has been existing since 50 years ago, (2) LBPP LIA has 50 branch-offices spread in Indonesia, (3) LBPP LIA has cooperation with about 299 companies in Indonesia.

In the context of English course, LBPP LIA is chosen as the subject of research. There are some indicators dealing with the consideration in choosing LBPP LIA. They are: (1) LBPP LIA is a big and popular English course in Surakarta, (2) LBPP LIA has about 1800 students in every period, (3) LBPP LIA has good and competent teachers in their field, (4) LBPP LIA has interesting programs in every level of age, (5) LBPP LIA has good material and fun method in the teaching learning process, (6) LBPP LIA has good management in human resources.

LBPP LIA as an English course, has competent teachers in their field. They have good mastery of English and mostly they graduated from S1 degree from state university. The teachers in the course are directly interacting with the students as the customers of the institution. Therefore, the role of teachers is very important for the existence of the course. So that teachers should create good quality of teaching in order to reach institutional goal. Allan and Lasley (2000: 50) propose Ryans's critical teacher behaviors becoming effective teaching. The following are the characteristics of effective behavior: (1) Alert, appears enthusiastic, (2) Appear interested in pupils and classroom activities, (3) Likes fun, has a sense of humor, (4) Is friendly and courteous in relation with pupils, (5) Help pupils with personal as well as educational problems.

Dealing with Human Resource Management, LBPP LIA has a division called Human Resource Division (HRD) which has responsibility in managing employees in LIA. The most employees of LBPP LIA are teachers. It is therefore, the main duty of HRD in LIA is managing the teachers. In relation with teacher, HRD in an English course which operates HRM, can use many ways to improve the teaching quality of the teacher. Logically, teacher's needs, for example good facilities, appropriate salary, appraisal performance, reinforcement, training, are influencing teachers' work performance. Dessler (1997: 2), says that HRD is responsible to manage and handle all the matter related with staff or employee, which include: conducting job analyses, planning labor needs and recruiting job candidates, selecting job candidates, orienting and training new employees, managing wages and salaries, providing incentives and benefits, appraising performance, communicating (interviewing, counseling, disciplining), training and developing, and building employee commitment.

The good attainment of institution's goal in LBPP LIA is not getting loose with the roles of HRD. Then, the roles of human resource management in managing the employees, especially teachers must be optimized. This statement is suitable with Notoatmojo (2003: 118) that the main purpose of human resource management is to improve the human resource contribution (employees) toward the organization in order to reach the productivity of the organization itself. Therefore, if all the teachers' needs are fulfilled well by the roles of human resource management, the good teaching quality in English courses will be

achieved. Moreover, if the good teaching quality is achieved, the courses will be able to reach the institution's goal easily.

The Human Resource Division in LBPP LIA is handed by a manager with undergraduate qualification and has worked for 14 years. Because LBPP LIA is a big and famous English course, it is important to investigate how the HRD in LBPP LIA manages the employees until the goal of the institution are achieved.

Based on all of the explanation above, in reaching the institution's goal LBPP LIA has to maintain and improve the teaching quality and the best performance of their employees, especially the teachers. That is the responsibility of HRM of HRD in LBPP LIA. However, this can bring some problems. To make the study clearer, the researcher identifies the problems as follows: (1) Whether the roles of human resource management can improve teaching quality in courses or not. (2) What are the roles of human resource management which have bigger contribution in determining the teachers' quality of work. (3) To what extend the roles of human resource management improve teaching quality.

This research has broader scope and it is impossible for the writer to handle all the problems. Therefore, in writing this thesis the writer will focus on to what extend the roles of human resource management improve teaching quality in LBPP LIA Surakarta.

B. Formulation of the Problem

Based on the background of the study explained before, the problem in this research can be formulated as follows:

1. How does the Human Resource Management (HRM) in Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta treat its teachers?

The aspects of Human Resource Management (HRM) are:

- a. Human resource planning, recruitment and selection;
 - b. Human Resource Development;
 - c. Compensation and benefits;
 - d. Safety and health;
 - e. Employee and labor relation.
2. How and to what extent does the Human Resource Management (HRM) of LBPP LIA Surakarta make the improvement of teaching quality of teachers?

While the indicators of teachers' teaching quality in English Course can be described as follows:

- a. Teacher competence;
- b. Teacher behavior and personality;
- c. Teaching method applied in the class;
- d. Teaching media used by the teacher.

C. Objectives of The Research

Objective can be described as the goal intended to be attained. This research is conducted in order to fulfill the following aims:

1. To describe how the Human Resource Management (HRM) in Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA treats its teachers as the employees.
2. To describe whether and to what extent teachers' teaching quality of LBPP LIA is improved by the roles of HRM.

D. Benefits of The Research

This research is expected to contribute some benefits. The benefits of the research can be classified as follows:

For the researcher itself, this research can give deeper understanding in English language teaching management. It is also can improve researcher's skill in certain aspects.

For the Teacher of English Course, this research will give information for about their teaching performance in the class, and students' opinion about them. So that they can evaluate and improve their teaching quality.

For the English Courses, especially LBPP LIA this research can give input for manager of human resources in English courses about the right way to manage his employees (especially teachers) so that the purpose of the organization can be achieved. This research can give deeper understanding about the management of human resource in English course, which can improve teaching quality.

For the English Department in Teacher Training and Education Faculty, this research can give new inspiration in doing research in English Program. The

result of this research also can give contribution to other researchers from this topic or matter.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher collects the theories from the experts about non formal education, Human Resource Management (HRM) in an English course, and the nature of English learning and teaching.

A. Non Formal Education

This section will discuss about theories of non-formal education, including: (1) the definition of non-formal education, (2) the characteristics of non-formal education, and (3) the scope of non-formal education.

1. The Definition of Non Formal Education

Nowadays the need of English education is being improved. It is caused by the big willingness of society toward language mastery. The awareness of the important of learning English as a means of world communication gives many chances for non-formal education institution to develop and prove their existence.

Dealing with non-formal education, UU Sisdiknas No. 20 tahun 2003 Pasal 26 states that non-formal education is held for the society who need educational service, which has function as substitution, addition and or complement of formal education in supporting lifelong education.

Coombs and Ahmed (1974: 8) in Rogers (2004) define non formal education as any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. While Kleis (1973: 6) in Etllng (1993) explains the definition of non formal education, as

Any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (i.e. taking roll, enforcing discipline, writing reports, supervising study hall, etc.)

United Nations Educational Scientific and Cultural Organization (UNESCO) in 1997 define non-formal education as “any organized and sustained educational activities that do not correspond exactly to the definition of formal education”. In addition, course and training are held for people who need knowledge, skill, life-skill and self-development, profession development, work, entrepreneurship, and or continuing higher education.

Based on those definitions, non formal education is set up to fulfill the lack education in formal education. In short, non-formal education can be defined as an alternative education, which supplements the formal education.

2. The Characteristics of Non Formal Education

UNESCO's Asia-Pacific Program of Education for ALL (APPEAL) in 1990 propose that the innovative Non-Formal Education should have following characteristics:

- a. Non Formal Education Program emerges as an innovation to solve pressing problem in a given society.
- b. Therefore it is goal and purpose oriented not certificate oriented.
- c. It emphasizes on tackling specific problems and rather than learning abstract subject matters.
- d. It may help to initiate a program or a project after an experimental phase.
- e. It is flexible, learner centered, and participatory.
- f. It is more practical rather than theoretical.
- g. Autonomy at the program level and less chance for external control.
- h. More economical because it could use existing facilities.
- i. It is continuing life long process.

Fordham (1993) in [Smith](#) (2009) suggests that in the 1970s, four characteristics came be associated with non-formal education:

- a. Relevance to the needs of disadvantaged groups
- b. Concern with specific categories of person
- c. A focus on clearly defined purposes
- d. Flexibility in organization and methods.

Etllng (1993) explains the characteristics of non formal education differentiated with formal education.

Non Formal Education (NFE) is more learner centered than most formal education. Learners can leave anytime they are not motivated. NFE tends to emphasize a cafeteria curriculum (options, choices) rather than the prescribed, sequential curriculum found in schools. In NFE human relationships are more informal (roles of teachers and students are less rigid and often switch) than in schools where student-teacher and teacher-administrator roles are hierarchical and seldom change in the short term. NFE focuses on practical skills and knowledge while schools often focus on information which may have delayed application. Overall NFE has a lower level of structure (and therefore more flexibility) than schools.

The characteristics of non formal education can be summarized are as follow (1) practical, (2) learner centered, (3) flexible, (4) more economical, (5) have clear objectives.

3. The Scope of Non-formal Education

Non-formal education consists of course institution, training institution, study club, public study center, religion assembly and the similar education (UU Sisdiknas No. 20 tahun 2003). In addition, non-formal education covers life-skill education, early-age children education, youth education, woman-development education, literate education, skill education and training, equality education and another education which are aimed to develop the students' competence.

Wardhana (2007) divides non formal education, especially course based on its function, namely:

- a. Test guidance, the purpose is to improve the learning ability through additional lesson for certain fields, for example, natural science, math, English, etc. The target of this part is students.
- b. Skill courses, the purpose is to give and improve certain skills. For example, typewriting skill, foreign language skill, mechanical skill, accountancy and sewing. The target is SMP or SMA graduated students who need skill-certificate to find job.
- c. Professional development. For example, secretary courses, public relations, personality course. The target is SMA until college/ university graduated students who wants to improve their professionalism.

In short, generally non-formal education can be in the form of (1) course institution, and (2) training institution.

B. Human Resource Management of an English Course

This section will discuss about Human Resource Management (HRM), which include: (1) the nature of HRM, (2) components of HRM, (3) the objectives of HRM, and (4) need and motivation.

2. The Nature of Human Resource Management

Human Resource Management is very important in the existence of an organization, because it is directly related with employees. The activities of HRM play a major role in ensuring that an organization will survive and prosper. According to Ivancevich (1998: 5), human resource management is the function performed in organizations that facilitates the most effective use of people (employees) to achieve organizational and individual goals.

Therefore, HRM manages all matters which are related with employees or staff. In relation to this, Dessler (1997: 2), says that:

human resource management refers to the practices and policies you need to carry out the people or personnel aspects of your management job, which include: conducting job analyses, planning labor needs and recruiting job candidates, selecting job candidates, orienting and training new employees, managing wages and salaries, providing incentives and benefits, appraising performance, communicating (interviewing, counseling, disciplining), training and developing, building employee commitment.

In line with Dessler's theory, Noe et al (2003: 5) define HRM as policies, practices and systems that influence employees' behavior, attitudes and

performances. So, it can be said that HRM is described as rules which can give influence to the employees.

Byars and Rue (1997) state that HRM is activities designed to provide for and coordinate the human resources of an organization. In short, HRM manages and gives service for the employees. In relation with the nature of HRM, Heathfield defines human resource management (HRM) as the function within an organization that focuses on recruitment of, and providing direction for the people who work in the organization. In addition, Heathfield also states that Human Resources Management is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration and training. Notoatmojo (2003: 117) proposes that human resource management is recruitment, selection, development, treatment, and the use of human resource in order to reach the individual and organizational purposes.

From the explanations above, it can be concluded that human resource management is one of the aspects in organization, which support the existence of the organization. In the context of course, HRM plays a big role in managing the employees, especially teachers. The way HRM treat the teachers can determine the existence of the course.

3. Components of Human Resource Management

There are many theories related with the components of Human Resource Management. Some experts say the term 'components' of HRM as the scope of

HRM. The other called it as the function of HRM, but actually those have the same idea.

According to Ivancevich (1998: 5), in managing employees, human resource management consists of numerous activities, including:

- a. Equal employment opportunity (EEO) compliance.
- b. Job analysis.
- c. Human resource planning.
- d. Employee recruitment, selection, motivation, and orientation.
- e. Performance evaluation and compensation.
- f. Training and development.
- g. Labor relations.
- h. Safety, health, and wellness.

In more detail, Dessler (1997: 2), states that the aspects of the human resource management job are:

- a. Conducting job analysis
- b. Planning labor needs and recruiting job candidates
- c. Selecting job candidates
- d. Orienting and training new employees
- e. Managing wages and salaries
- f. Providing incentives and benefits
- g. Appraising performance
- h. Communicating (interviewing, counseling, disciplining)
- i. Training and developing
- j. Building employee commitment

In the same topic, Notoatmojo (2003: 117) states that human resource management is a process which consists of:

- a. Human resource recruitment
- b. Human resource selection
- c. Human resource development
- d. Human resource treatment
- e. The use of human resource

Dessler (1997: 7-8) lists the activities of HRM, they are:

- a. Recruitment and selection
- b. Training and development

- c. Compensation
- d. Labor relation
- e. Employee security and safety

In line with Dessler, Mondy and Noe (2005: 3) also state five functional areas of HRM, they are:

- a. Human resource planning, recruitment and selection
- b. Human Resource Development
- c. Compensation and benefits
- d. Safety and health
- e. Employee and labor relation

In general, Mondy and Noe's classification of HRM has represented all the lists stated above. The classification of HRM can be listed as follows: (1) Human resource planning, recruitment and selection, (2) Human Resource Development (3) Compensation and benefits, (4) Safety and health, and (5) Employee and labor relation. These are the explanation of each component.

a. Human Resource Planning, Recruitment and Selection

Human resource planning, recruitment and selection is the area of HRM in recruiting and selecting new employees. Human resource planning is the process of systematically reviewing human resource requirements to ensure that the required numbers of employees, with the required skills are available when needed. In short, it is applied in determining the skills, duties and knowledge required for performing jobs in an organization. In selection, the organization chooses and determines the jobs which are suitable with the employees. So, the process of recruitment and selection is the main activities in this section.

b. Human Resource Development

HRD is the part of HRM which help the employees (individuals or groups) become more effective. It is important, because people, technology, jobs and organizations are always changing. Therefore, it is vital to give training program for the employees to develop their skill and ability. Training is also important to develop the productivity of work. The training and development process should begin when individual join the organization and continue their careers.

Beside that, HRM also evaluate the strength and the weakness of the employees through performance appraisal. Performance appraisal is a part of career development. It is defined as a regular review of employee performance in organization. According to Heathfield, the purpose of doing performance appraisal are:

- 1) Give feedback on performance to employee;
- 2) Identify employee training needs;
- 3) Document criteria used to allocate organizational rewards;
- 4) Form a basis for personnel decisions: salary increases, promotions, disciplinary actions, etc;
- 5) Provide the opportunity for organizational diagnosis and development;
- 6) Facilitate communication between employee and administrator
- 7) Validate selection techniques and human resource policies to meet federal requirements.

c. Compensation and Benefits

Compensation is an essential part of HRM. In this case, the organization gives payment to the employees. The payment can be in the form of wage, salary, incentive pay.

Dessler (1997: 503) defines benefits as indirect financial payments given to employees. The indirect payments may include health and life

insurance, vacation, pension, education plans and discounts on company product, for instance.

d. Safety and Health

Safety and health in HRM include safety inspection, drug testing, health and wellness. So that in this section, the organization can give such fund for employees in relation with healthiness, for example for medical check-up.

e. Employee and Labor Relation

HRM used to establish climate of mutual respect and trust which are needed to maintain healthy labor-management relations. According to Noe, et al (2003: 6), employee and labor relation includes attitude surveys, labor relations, publications, labor law compliance and discipline.

Those five areas of HRM can be drawn in the diagram below.

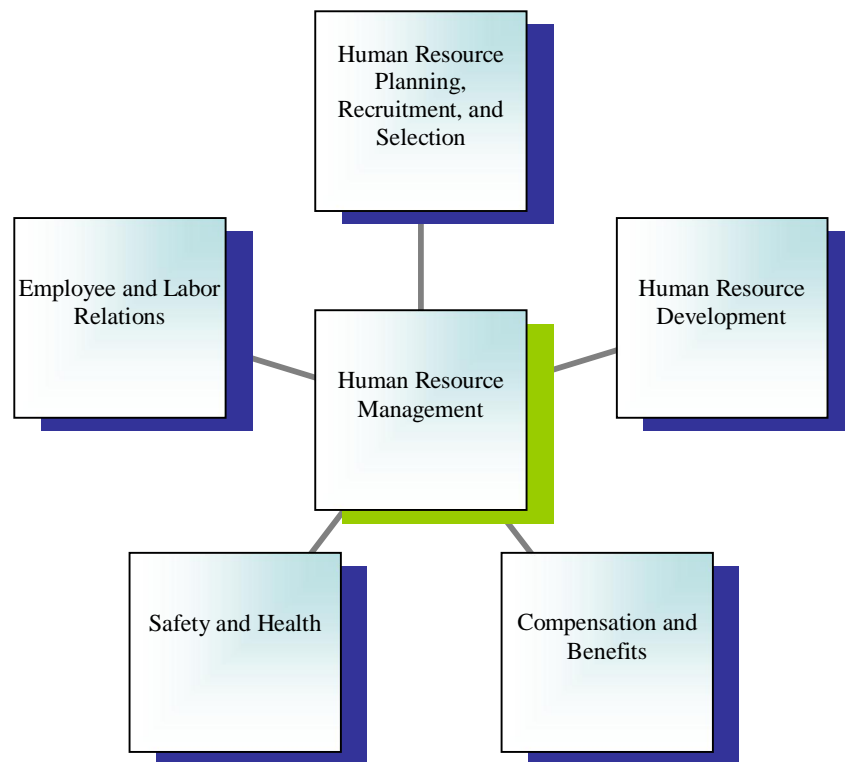


Figure 1. The Human Resource Management System

HRM has a broad scope related to the employees. Sometimes, dealing with English courses, the elements of HRM are not working harmoniously. For example, the demand of good performance of teacher is not equal with the availability of training program. In order to optimize the employees' performance, HRM have to use all its aspects efficiently.

4. The Objectives of Human Resource Management

Ivancevich (1998: 9), states that the contribution HRM makes to organizational effectiveness include the following:

- a. Helping the organization reach its goals.
- b. Employing the skills and abilities of the workforce efficiently.
- c. Providing the organization with well-trained and well-motivated employees.
- d. Increasing to the fullest the employee's job satisfaction and self actualization.
- e. Developing and maintaining a quality of work life that makes employment in the organization desirable.
- f. Communicating HRM policies to all employees.
- g. Helping to maintain ethical policies and socially responsible behavior.
- h. Managing change to the mutual advantage of individuals, groups, the enterprise, and the public.

Notoatmojo (2003: 118), says that the main purpose of human resource management is to improve the human resource contribution (employees) toward the organization in order to reach the productivity of the organization itself. Notoatmojo explains that those objective can be extended into four operational objectives:

- a. Societal objective; gives advantages for the society.
- b. Organization objective; helps to achieve the whole organization objectives.
- c. Functional objective; maintains the contribution of other divisions.
- d. Personnel objective; helps the employees to reach their personal objectives, in order to give motivation and maintain the employees.

In general, it can be concluded that the objectives of human resource management is supporting the organization to reach the goal and managing all things related with employees.

4. Need and Motivation

People always have motivation in doing their activities. Elliot et al (2000: 332) define motivation as an internal state that arouses us to action, pushes us in particular directions and keeps us engaged in certain activities. It is strengthened by Lahey as quoted by Crowl et al (1995) that propose motivation as internal state that activates and gives direction to our thoughts, feeling and action. Ivancevich (1998: 310) defines motivation as the set of attitudes and values that predisposes a person to act in a specific, goal-directed manner.

Similar to the previous statement, teacher as the employee of an English course has certain motivation in doing their work. The high or low motivation can determine the quality of their teaching quality. For example, the teachers work in order to get money to fulfill their needs. If their needs are fulfilled well, they will present their good quality of work.

Maslow (1943) in Ivancevich (1998: 311) proposes an interesting hierarchy in the prepotency of needs. Starting with a classification of needs into:

- a. Physiological
- b. Safety (including routine, consistency and security)
- c. Social (love)
- d. Esteem
- e. Self-actualization

Maslow's hierarchy of needs takes the form of pyramid in ascending order, the needs are physiological, safety, social, esteem, and self actualization. Lower-order needs (physiological and safety) motivate employees toward earning direct financial compensation to buy shelter and

do things like provide for retirement. To fulfill the physiological and safety needs of employees, a company can give good salary and old-age security. As another example, training and appraising performance are good ways to fulfill the social, esteem, and self actualization needs of the employees. In relation with self-actualization, for many employees, the job is a major source of personal identity. For employees to be productive, they must feel that the job is right for their abilities and that they are being treated equitably. If all the needs are fulfilled and they are treated well, the employees will be motivated to show their capability and give their best performance of their work.

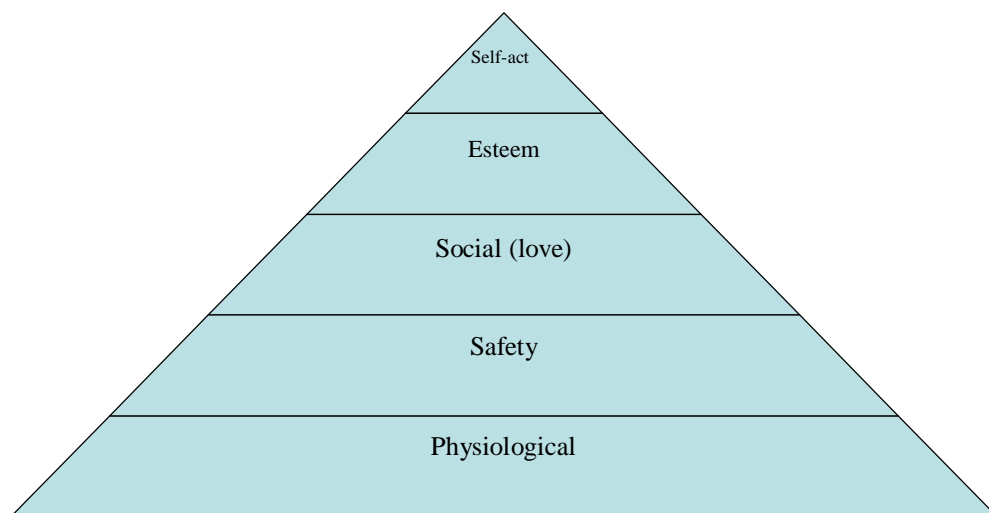


Figure 2. Maslow Need Hierarchy

The function of HRM as Byars and Rue (1997: 17) propose, such as Planning, recruiting, selection, human resource development, compensation and benefits, safety and health, employee relation, and

human resource research generally are applied properly to improve the work motivation of employees.

From those explanations, generally in motivating employees, most of the focus has been on money. Such as wage or salary, overtime pay, incentives, and benefits. However, the other aspects such as training, appraising performance, safety and health security are also affect the relationships between pay and motivation.

C. The Nature of English Learning and Teaching

This section will discuss about the nature of English learning and teaching, including: (1) language learning, and (2) language teaching.

1. Language Learning

a. The Meaning of Language Learning

Learning language is not an easy matter. People can be said succeeded in learning language if they finally able to communicate by using the language. Finnochiaro and Brumfit (1983) in Richards and Rodgers (2001: 156) state that language learning is learning to communicate. Larsen (2000: 127) supports the previous theory by stating that learning to use language forms appropriately is an important part of communicative competence. Brown (2000: 14) defines language learning as learning to communicate genuinely, spontaneously, and meaningfully in the second language. In summarize, language learning is learning to communicate substantively, spontaneously, and meaningfully to produce good communicative competence.

b. Theories of Language Learning

Learning is not only collecting knowledge, but also a process of people to improve their self to be proficient. Richards and Rodgers (2001: 22) states that learning theories emphasize either one or both of these dimensions; process oriented and condition oriented. The process oriented theories build on learning process, such as habit formation, induction, inferencing, hypothesis, testing and generalization. While the later emphasize on the nature of the human and physical context in which language learning takes place.

In line with Richards and Rodgers, Krashen proposes a learning theory which addresses both the process and the condition dimension of learning. At the process, Krashen differentiates between acquisition and learning. Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process. Still in the same idea, Asher's learning theory in Richards and Rodgers (2001: 22-23) also points out both the process and the condition of learning. It is based on the belief that child language learning is based on motor activity, on coordinating language with action and furthermore, he explains that this should form the basis of adult language teaching.

In contrast to the previous theories, Littlewood and Johnson in Richards and Rodgers (2001), address conditions needed to promote 2nd language learning rather than the processes of language acquisition. It means that condition is more important than process. They propose some elements in the practices of the communicative language teaching. Those are the activities that involve real

communication to promote learning and the activity in which the language is used for carrying out meaningful tasks to promote learning.

In summary, basically learning theory points out both process and condition in learning dimension. The process means the language learning process which takes place. While the condition means the nature of human and physical context of language learning takes place.

c. Aims of Language Learning

The impact of language learning process is on the learner's language ability. Hyme in Richards and Rodgers (2001: 159), views that language learning is to develop the learners' communicative competence. Stern in Graves (1996: 17) identifies four types of goals for language learner, as follows:

- 1) Proficiency goals, include: general competency, mastery of four skills (listening, speaking, reading, writing)
- 2) Cognitive goals, include: mastery of linguistic knowledge and mastery of cultural knowledge.
- 3) Affective goals, include: achieving positive attitudes and feeling about the target language, achieving confidence as a user of the language.
- 4) Transfer goals, include: learning how to learn so that one can call upon learning skills gained in one situation to meet future learning challenges.

In short, it can be concluded that the target of language learning is the mastery of language, which includes communicative competence attainment.

d. Styles in Language Learning

People learn language in many different ways. Therefore, learning styles exist. It refers to the individual differences in the way she/he interacts with the process of language learning. Oxford and Ehrman in Tudor (1996: 113) states that essentially, learning styles can be defined as a consistent pattern of behavior but with a certain range of individual variability. Then, styles are overall patterns that give general direction to learning behavior.

Willing in Tudor (1996: 115-117) classifies four learning styles, namely:

- 1) Analytical Learning Styles
Analytical learners show a preference for analysis and an interest in working out structure from data, but they are keen on doing this alone, or autonomously. Such learners tend to be relatively unemotional, with a greater interest in objective or achievement than in other people.
- 2) Concrete Learning Styles
Concrete learners process data in a more direct, media dependent manner. These learners show imagination and the ability to react creatively to practical situations. They also tend to have a spontaneous, here-and-now approach to their learning.
- 3) Communicative Learning Styles
Communicative learners place a high value on personal interaction. They see the target language as something living, and seek out learning opportunities in their immediate environment, the media, everyday encounters in shops or on public transport, or simply in verbal interaction with target language speakers.
- 4) Authority-Oriented Learning Styles
These students need teacher's support and guidance to complete class task and tend not to maintain engagement on tasks without frequent reinforcement and support. They need structure and guidance in completing tasks and tend not to work well in large groups. They often depend on the teacher or other students to tell them if their learning has been successful and if not, how to remedy the problem.

Since language is used for communication, communicative learning styles mostly chosen by the learners, because learning in communicative ways aimed at effective communication.

2. Language Teaching

a. The Meaning of Language Teaching

Teaching plays an important role in educational process, because the success of education is depended much upon the teacher in carrying out the education process. Stern (1996: 21) defines language teaching as the activities which are intended to bring about language learning. Cole and Chan (1994: 2) state that teaching is a complex phenomenon that takes into account a wide range of personal characteristics, professional skills and specialized bases of knowledge. It means that the role of teacher determine the successful of teaching.

Wiseman, Cooner, and Knight (1999), describe teaching as a process of continuous development. At each stage, reflection on the improvement of the delivery of instruction is critical. They suggest that teachers should be concerned with improving delivery and methodology.

Howard (1988: 18) defines teaching as an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciations and knowledge. In addition, Howard says that teaching is more than instruction. Therefore, it supports Wiseman, Cooner and Knight's idea that methodology and delivery of instruction are important.

b. Effective Teaching

In order to make good quality of teaching, one factor which should be determined is the teacher itself. Cole and Chan (1994: 3), say that effective teaching is defined as the actions of professionally trained person that enhance the cognitive, personal, social and physical development of students. So, the teacher must have good competence in his field.

However, having a good competence is not enough for being a good and effective teacher. As inspired from the book *What Makes a Good Teacher?* (UNESCO: 1996), “Good teaching is teaching not only with the mind, but also with the heart.” It means that both teacher competence and personality are important in creating good teaching quality.

Hornby (1995), says that the most effective teaching is not only based on the approach, but also based on the teacher behavior and competences. Howard (1988: 19) proposes 8 principles of effective teaching, they are:

- a) Know the subject well enough
- b) The teacher must also like what he teaches and like teaching as a profession
- c) Know the students, their previous experience, abilities and achievements
- d) Use a variety of methods in teaching
- e) Eliminate the unnecessary and meaningless; work for depth, not superficially
- f) Always follow the well-known Scout maxim and be prepared
- g) Encouragement and praise will produce better results than criticism
- h) Build upon previous learnings and experience and strive continually for more student independence and creativity in work habits.

c. The aspects of Effective Teaching

1) Language Teaching Process

Stern (1996: 21) defines language teaching as the activities which are intended to bring about language learning. Beside the requirements of effective teaching, it is important to know the steps in teaching process, they are planning, implementing and evaluating.

a) Planning

Planning is the beginning steps of teaching. Planning is dealing with the material would be given (lesson plan). By making a lesson plan in

a teaching activity, teacher can focus on certain topic. Clark and Peterson in Freeman and Richards (1996: 82), says that planning is a critical part of teaching, and teachers plan for several reasons. Planning can help to reduce uncertainty and to create a sense of direction; further, it can promote confidence and security. Planning can be a means to the end of instruction, serving to direct what happens. It is a time to establish both long- and short-term instructional objectives and to evaluate progress toward those goals.

In addition, Arends (1998: 63) states that planning and making decision about instruction are among the most important aspects of teaching, because they are major determinants of what is taught and how it is taught.

Howard (1988: 57) mentions some general principles to remember in planning include:

- (1) There should be continuity and relationship between what is being taught, what has been taught and what will be taught
- (2) There should be correlation with and recognition of other subjects
- (3) There must be recognition of individual differences of students in abilities, interests, capacities and needs
- (4) Planning includes an understanding of the age group, their level of maturity and their past experiences
- (5) There needs to be variety in methods and materials used and balance in topics and time allotted.

b) Implementing

Implementation is the main part of teaching activity. It covers the material of teaching, the teaching learning process itself, and class management. Richards (1985: 25) says that the instructional materials, in their turn, specify subject matter content (even where the syllabus may not). They also define or suggest the intensity of coverage for particular syllabus items: how much time, attention and detail are devoted to specific language item. The instructional materials define the day-to-day learning objectives that collectively constitute the goals of the syllabus.

The role of instructional materials within an instructional system will reflect decisions concerning the primary goal of materials, the form of materials, the relation materials hold to other sources of input and the abilities of teacher. Richards (1985: 25) says that the role of instructional materials might include such specifications;

- (1) Materials will allow learners to progress at their own rates of learning.
- (2) Materials will cater to different styles of learning.
- (3) Materials will provide opportunities for independent study and use.
- (4) Materials will provide for student self-evaluation and progress in learning.

The classroom management is also important in teaching. In this case, the teacher should manage the classroom and create a classroom climate in which students are willing and eager to learn. The role of teacher in managing the classroom is very important in determining the successful of teaching learning process.

c) Evaluating

Evaluation is an important part of teaching and learning process. From evaluation, teacher and students are able to know the problem or the good and bad aspect happened during the course. Evaluation is concerned not only with the product of language teaching, but also measure the processes by which language learning is accomplished.

Richards (1985: 9) states that a language-teaching program that achieves its objectives can be considered successful to the degree that these objectives are valid. Evaluation is that phase of language program development that (a) monitors the teaching process in order to ensure that the system works, and (b) determines which phases of the system need adjustment when problems are detected. Measuring the progress learners make toward objectives is clearly a crucial phase of evaluation, and the role of language tests is vital in the assessment of achievement.

However, evaluation is concerned not only with the product or results of language teaching, but also with the processes by which language learning is accomplished. This may involve gathering data on the actual behavior of teachers and learners within classrooms during the course of instruction. This will provide a more detailed profile of teaching and learning behaviors, one from which it is possible to determine the degree of fit between the theory underlying a particular instructional philosophy and the actual teaching and learning behaviors that result from its implementation.

The points above are general explanation about the requirements to create the effective teaching. However, the reality in the field is not in accordance with it. In the context of courses, the effectiveness of teaching sometimes cannot be carried out well, because of many factors. For example, the limited academic competence of teacher, and the low creativity of teacher. Therefore, it is important to find out the characteristics of effective teacher.

2) Effective Teacher

Arends (1998: 12) states four attributes of effective teachers:

- a) Effective teachers has personal qualities that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic classrooms for children and adolescents.
- b) Effective teachers have positive dispositions toward knowledge.
- c) Effective teachers command a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking and to produce self-regulated learner.
- d) Effective teachers are personally disposed toward reflection and problem solving.

Allan and Lasley (2000: 50) propose Ryans's critical teacher behaviors becoming effective teaching. The following are the characteristics of effective behavior:

- a) Alert, appears enthusiastic
- b) Appear interested in pupils and classroom activities
- c) Cheerful and optimistic
- d) Self-controlled, not easily upset
- e) Likes fun, has a sense of humor
- f) Recognizes and admits own mistakes
- g) Is fair, impartial and objective in treatment of pupils
- h) Is patient
- i) Shows understanding and sympathy in working with pupils
- j) Is friendly and courteous in relation with pupils

- k) Help pupils with personal as well as educational problems
- l) Anticipates individual needs
- m) Gives help willingly
- n) Foresees and attempts to resolve potential difficulties.

Hawley in Richards and Nunan (1990: 246) states that effective teachers function with five different yet interacting categories of behavior that direct student attention to learning:

- a) Effective teachers engage students with academic learning time.
- b) Effective teachers credit student learning that meets desired outcomes.
- c) Effective teachers engage students interactively.
- d) Effective teachers maintain and communicate high expectations for student.
- e) Effective teachers maximize learning time by the use of instructional settings appropriate to the tasks being pursued.

The explanation of effective teachers above means that effective teachers should make their students active in the classroom. The teachers must be communicative and must be able to create an interactive class in order to get the attention of the students in teaching and learning process.

Another theory of effective teacher comes from Cruickshank, Bainer and Metcalf (1999) which state that there are eight attributes characteristics of effective teacher, namely:

- a) Enthusiastic
- b) Warm and humorous
- c) Credible
- d) Holding high expectation for success
- e) Encouraging and supporting
- f) Businesslike
- g) Adaptable/flexible
- h) Knowledgeable

Seghayer (1999) on his article states some characteristics of good English instructor:

- a) Teachers need to take into account crucial factors such as classroom atmosphere, classroom management, tolerance, patience, passionate, and other aspects.
- b) For English teachers, being good at the language is not sufficient; they must also use appropriate teaching techniques.
- c) English teachers must be familiar with and able to adapt and employ a variety of teaching techniques in addition to having an appropriate knowledge of the language.
- d) The attitude of the teacher also influences student success.
- e) The ability to design an effective lesson plan is essential to successful teaching.
- f) Teaching for mastery is another vital method that teachers of English need to consider.
- g) English instructors need to learn to be flexible.
- h) They should always try different teaching methods, think of variety of classroom activities, and strive to search out new ideas.
- i) Teachers of English need to be aware of classroom management so that they can maximize available class time and maintain discipline.
- j) Another crucial characteristic is tolerance.
- k) Teachers of English should make it clear that each individual member of the class deserves attention, whatever his or her level of achievement.
- l) Another vital characteristic of good English teachers is patience.
- m) Another important characteristic is to maintain classroom dynamics, excitement, and a sense of fun.

From the lists stated above, the personal and the professional competence of teacher has covered all the requirements. The personal competence may include good behavior, creativity and social interaction. The professional competence may include educational background, teaching competence and teaching experience.

3) Teaching Method

Teaching method means the principal applied in teaching. Howard (1988: 97) states that a good teacher uses a variety of teaching methods and does not depend entirely upon any of these. Therefore teachers have to applied many kinds of teaching method in creating good teaching. There are some methods in language teaching stated by Richard and Rodgers (1993), they are Grammar-

translation Method, Direct Method, Oral Approach and Situational Language Teaching, Audio-lingual Method, Communicative Language Teaching, Total Physical Response, Silent Way Method, Natural Approach, and Suggestopedia. The kinds of teaching method mentioned above are the classical methods.

At present, many new teaching techniques or methods propose by many experts. For instances, demonstration, discussion, questioning, drilling, panel discussion, debate, problem solving, projects, drama, role playing, field trips, and even games. The last technique is now become the favorite technique. It is because the implementation of this technique is easy, fun and attractive. Learning with game is also can make the students learn unconsciously. They like and enjoy the games but actually they are learning something.

4) Teaching Media

According to Heinich et all (1985) in Ahsanudin (2006), Teaching media is kinds of media which bring messages or information in educational purpose. Martin and Briggs (1986) still in Ahsanudin (2006), states that teaching media covers all sources which are needed to do communication dealing with learning. It can be in form of hardware or software. It can be said that teaching media is kinds of equipment which is used in teaching learning process.

In accordance with the development of technology, nowadays many interesting and good teaching media are created. From the classical until high quality aids are available in supporting the success of teaching and learning process, especially in language mastery. Howard (1988: 155) states that learning can be much enhanced and teaching made more interesting by the judicious use of

audio-visual aid. He mentions the kinds of audio-visual equipment and materials, namely: (a) the sound motion picture projector, (2) Filmstrip projectors, (3) the opaque projector, (4) the overhead projector, (5) radio, recordings and tapes, (6) television. While the graphic media, namely: (1) chalk boards, (2) bulletin boards, (3) pictorial materials, (4) maps and globes.

According to Ahsanudin (2006), there are three kinds of language teaching media:

- a) Visual aids, includes natural things, people and events, replica of natural things.
- b) Audio aids, includes tape recorder, radio.
- c) Audio Visual aids, includes TV, VCD, computer, excellent language laboratory.

Nasution (1999: 86) states that resource for language teaching can be in the form of printing materials, reference or books, magazines, transparency, projector, diagram, simulation game, audio and video tape (recording), a map, pictures and everything to support teaching and learning process.

In summary, language teaching media can be in the form of: (1) visual aid, including: picture, chart; (2) audio aid, including: radio, tape recorder, cassettes; (3) Audio-visual aid, including: TV, DVD, LCD, and excellent language laboratory.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. Research Method

The qualitative research is concerned with collecting and analyzing information in many forms, chiefly non-numeric as possible (Blaxter, Hughes and Tight, 1996). In this research, the researcher used naturalistic method in qualitative approach. Lincoln and Guba (1985: 37) propose that qualitative method is a research method based on naturalist paradigm that has some characteristics. First, the realities are multiple and holistic. Second, the knower and known are interactive and inseparable. Third, hypothesis are bounded by time and context. Fourth, the causes and effect are impossible to be distinguished. Fifth, the inquiry is value-bond. The naturalistic method is selected because this research is based on natural setting or in entity context. Here, natural setting means the condition of the research subject is directed to the natural or real condition of the field.

In describing the roles of Human Resource Management toward the improvement of teaching quality, the researcher used qualitative descriptive method. According to Seliger and Shomamy (1989), descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation.

B. Time and Place of the Research

1. Time of the Research

This research is carried out in three months, from March 2009 until May 2009. The researcher observed the roles of Human Resource Management in the improvement of English course teaching quality in LBPP LIA Surakarta.

2. Place of the Research

This research is conducted in Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta, Jalan Bhayangkara No.10 Surakarta 57154. The reason why the researcher determines the research in LBPP LIA is because LBPP LIA is a good and famous English Course, which is considered as the right place in conducting this research.

C. Source of the Data

The data of the research in this study were collected in the form of information about human resource management and the staff of the English course, especially the teachers. In this research, the source of the data will be obtained from:

1. Events

The event of this research is in the form of teaching learning process in the classroom to observe the teaching performance of English Course's teachers.

2. Informants

The researcher took a manager of Human Resource Division (HRD) of LBPP LIA Surakarta as the informant to be interviewed. The manager was Urip Danang Nugroho, S.Sos. The researcher also took four teachers and five students of LBPP LIA as the informants of the research. The teachers were Drs. Wasi Dewanto, Umi Lestari, SS, Keni, S.Pd, and Sriyati, S.Pd. The students were Yogi, Ifa, Arum, Yessi and Sasa.

3. Documents

According to Sutopo (2002: 54) document is a written material which related with certain event or activities. The documents in this research were all archives or written information concerning with human resource management and staffs in English Course.

D. Techniques of Data Collecting

According to the source of the data, the techniques of collecting data that will be used in this research are as follows:

1. Observation

The observation method involves the researcher in watching, recording, and analyzing events of interest. Blaxter, Hughes, and Tight (1996: 158). Johnson and Christensen (2000: 147) explain two different types of observation. First is laboratory observation that is observation done in laboratory or other setting set up by the researcher. Second is naturalistic observation, which is carried out in the real world. In this

research, the researcher used naturalistic observation. The observation is held toward teaching learning process in the classroom. However, the observer just observes the process from the outside of the class. Therefore, the technique of observation used by the researcher is non-participant observation. The researcher has done the observation on February until April 2009.

2. Interview

As Blaxter, Hughes, and Tight (1996: 158) say, the interview method involves questioning or discussing issues with people. Supporting the previous definition, Lexy J. Moleong defines that interview is a conversation with certain purposes which is done by two sides as the interviewer and the interviewee (2002: 135). In this research, the interview is conducted with the manager of HRD, teachers, and students. The aim of the interview toward the manager of HRD and teachers is to obtain information about the management of human resources, especially toward the teacher. The interview toward the students is aimed to gain the information about the teaching quality of the teachers.

3. Documentation

In this research, the data is collected from the documentation. The documents is analyzed to complete the information obtained in the observation and interview. As Arikunto (1998: 236) says, documentation is a method of collecting the data by taking the data from the existing

data as document such as notes, book, newspaper, agenda, and so on. Sutopo (2002: 69) explains that document is used in research because of some reasons; document is source of research, which is stable, rich and supported. It is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research.

E. Trustworthiness

Before some information is used for the research data, the trustworthiness of the information must be checked first. This is because the data must be responsible as the point of departure to make conclusion. In this research, the technique which is used to check the trustworthiness of data is triangulation. According to Patton as quoted by Sutopo (2002: 78) there are four types of triangulation, they are data triangulation, investigator triangulation, methodological triangulation and theoretical triangulation. In this study, the researcher used data triangulation. It is usually called as source triangulation. In using data triangulation, the researcher collecting the same data from some sources, such as by interviewing manager, teachers and students with the same topic.

F. Technique of Data Analysis

The technique of data analysis which is used in this research is interactive model of analysis, the model of data analysis from Miles and Huberman. According to Sutopo (2002: 95) the process of data analysis in this research are; collecting the data, reducing the data and presenting the data and drawing conclusion.

1. Reducing the data

When the researcher collected and got the data, she selected and took the important information and eliminated the unimportant information. So, in the process of reducing the data, the researcher selected, focused and simplified the data. The data reduction was carried out during the research activities.

2. Presenting the data

The researcher describes the data in the form of description or narration. The description of the data is presented in logic and systematic order, which can show the strength of the presenting data. In presenting the data, researcher may add matrix and picture to support the presented data

3. Drawing conclusion

The third activity in data analysis was drawing conclusion. When the researcher has collected all the data, she made a conclusion based on the reduction data and presented data. However, if the conclusion was not inadequate, the researcher should move back to collect the data again until the desired result are achieved.

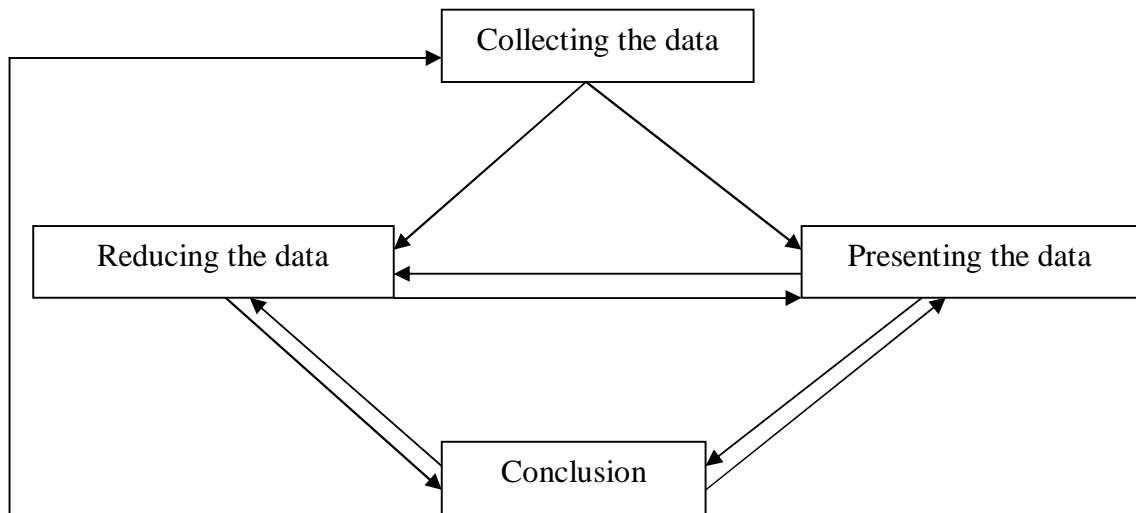


Figure 3. The Diagram of Interactive Model of Analysis

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer discussed two main points, namely research findings and discussion.

A. Research Findings

This section answers the problem statement questions, which include (1) how does Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta treat its teachers, and (2) how and to what extend does the roles of Human Resource Management (HRM) make the improvement toward teachers' teaching quality. LBPP LIA treats its teachers through HRM which consists of two issues covers (1) HRM roles, and (2) The criteria of teaching quality improvement of the teachers.

The Human Resource Management roles include (a) human resource planning, recruitment and selection; (b) Human Resource Development (HRD); (c) compensation and benefits; (d) safety and health; (e) employee and labor relation. While the criteria of teaching quality of teachers, includes: (a) Teacher competence; (b) Teacher behavior and personality; (c) Teaching method applied in the class; and (d) Teaching media used by the teacher.

The following table is the summary of the research findings. The table is provided to present the easier way in understanding the points of the research's result.

The Summary of Research Findings:

1. Human Resource Management (HRM) Roles in LBPP LIA

Table 4.1 Summary of Human Resource Management Roles in LBPP LIA

<i>HRM Roles</i>	<i>The Summary</i>
a. Human resource planning, recruitment and selection	<ol style="list-style-type: none"> 1) Through HRD, LBPP LIA recruits and selects new employees (teacher) with certain qualification. 2) In general, teachers' qualification are: (a) At least diploma 3 graduation, (b) Diploma 3 graduation for English program, and undergraduate graduation for all programs, (c) At least 500 of TOEFL score, and (d) Being able to present materials. 3) This institution recruits teachers from all programs, because the priority thing is the mastery of English skills. 4) Through depth interview with teachers, the selection of employee recruitment is very tight, so it makes them maximal in their teaching.
b. Human Resource Development (HRD)	<ol style="list-style-type: none"> 1) LBPP LIA held many kinds of training to develop teachers skill, at least once a year. 2) The training activities, covers: (a) Recruitment training, (b) TEFL training, (c) Motivation training, (d) Use media training, (e) Leadership training, (f) Seminar/workshop, (g) ESQ training, and (h) In-service training. 3) Through observation and interview with teachers, the training activities they've got are influential toward the improvement of teachers' teaching ability.
c. Compensation and benefits	<ol style="list-style-type: none"> 1) LBPP LIA Surakarta, through HRD division manages salary, incentives, and insurance for the employees. 2) The insurance given by LBPP LIA are work insurance, health insurance, and pension. 3) The pension fund still only available for 'full-timer' 4) Based on interview with teachers, the salary they got is fair, it means suitable with the responsibility that they have.
d. Safety and health	LBPP LIA provides substitution pay for medicinal treatment, medical check-up, included the change of eyeglasses for the employees, with or without doctor prescription.
e. Employee and labor relation	<ol style="list-style-type: none"> 1) Through HRD division, LBPP LIA create good and pleasant climate between the leader, manager and employees. 2) HR division in LIA also gives some rules to be obeyed by employees, especially teacher, namely (a) teachers should come 15 minutes before the lesson begin, (b) teachers have to prepare their materials, (c) teachers should fill their stand by times by self-development, (d) Teachers should give information of their students to the parents who want to know their child's development 3) Through interview, the rules from the organization, which have to be obeyed by teachers, are influence their work professionalism.

The more detail explanations of each point are explained as follows:

Human Resource Management (HRM) is the activity which conducts by Human Resource Department (HRD) in an organization. Dealing with HRD, LBPP LIA Surakarta has a division which handles all things related to employees called Human Resource Division. The roles of Human Resource Division of LBPP LIA is planning, controlling, developing, directing and taking care the employees. HRD manager of LBPP LIA stated that the roles of HRD in LIA is to take care, develop, directing, and give attention to employee benefit. He also added that the contribution of HRD is in controlling, planning and employee development.

HRD is handled by a manager with undergraduate qualification and has worked for 14 years. Based on interview with HRD manager, LBPP LIA has 34 employees, which consist of: 1 branch head, 1 secretary and HRD, 1 treasurer (financial), 1 super user, 23 teachers (9 full-timer and 14 part-timer), 1 technician, 1 administration staff, 1 driver, 2 security guards and 2 housekeepers. Here is the explanation of the activities of HRD in LBPP LIA:

a. Human Resource Planning, Recruitment and Selection

The amount of students of LBPP LIA which are almost 1900 students in every term demands more teachers to fill the classes in LBPP LIA. Therefore in planning, LBPP LIA through Human Resource Division held staff recruitment including teachers every year. The target number of the new teachers is not limited. LPBB LIA looks for new teachers as many as possible based on LIA qualification. As an example, if there are ten persons who fulfill LIA qualification, they are all received as LIA teachers. However, if there is only one person who

comes up to LIA qualification, LBPP LIA will take the only person to be the new teacher. Therefore, there is no limitation in finding new teacher.

In recruitment, HRD in LBPP LIA has responsibility to recruit and select new employees (teachers) with certain qualification. In general, teachers' qualification are: (a) At least diploma 3 graduation, (b) Diploma 3 graduation for English program, and undergraduate graduation for all programs, (c) At least 500 of TOEFL score, (d) Being able to present materials, and (e) follow the 2 months-training. The HRD manager stated the requirements of LIA teachers as follows:

“Harus punya skor TOEFL min 500, lulusan D3 khusus program bahasa Inggris, lulusan S1 semua jurusan, kemudian lulus seleksi, ujian, training TEFL selama 2 bulan.”

The recruitment process of new teacher is very long and hard. It is admitted by LIA teachers. The teachers said that they are surprise with the teacher recruitment in LBPP LIA. They considered that the recruitment is the most difficult selection they had done. It is because the applicants are almost in hundreds and the selection process covers many activities, such as kind of tests, presentation, and training. The recruitment process also took very long time, for about 2 months.

It is clearly stated by teachers of LBPP LIA that to be a teacher in LBPP LIA is not an easy thing, they have to pass many tests and tight selection. They have to fulfill certain criteria which has determined by LBPP LIA. It can be seen that the LBPP LIA teachers' competence is undoubtedly.

In selection activity, LBPP LIA placed the teachers based on their competence. The determination in placing every teacher in certain class is not

based on branch head decision, but it is decided by the Academic Operation Officer (AOO), or usually called as supervisor. AOO in LBPP LIA is considered as the person who most know about the teachers, so that all the things related with teachers are handled by AOO.

Based on document analysis of course schedule in 1st term 2009, 22 of 23 teachers of LBPP LIA got duty of teaching: (1) 11 teachers taught full time in a week (8 meetings), (2) 2 teachers taught 6 meeting a week, (3) 2 teachers taught 5 meetings a week, (4) 3 teachers taught 3 meetings a week, (5) 3 teachers taught 2 meetings a week, and (6) 1 teacher teach one meeting a week. The allotment of teaching in LBPP LIA is not based on the teacher status: part-timer or full-timer. The part timers can teach full time in a week, and the full timers can teach just once or twice a week. It depends on AOO decision.

b. Human Resource Development

LBPP LIA Surakarta held many kinds of training to develop teachers' skill, at least once a year. The training activities consist of: (a) Recruitment training/pre-service training; a training which is held as one the teachers recruitment requirement, it usually called as TEFL-A Training, (b) TEFL training; a training which is held every year which is aimed to improve the teaching technique of LBPP LIA teachers, (c) Motivation training; a training which is held to give motivation to the employees in their work, (d) Used-media training; a training which is held for teachers related with the use of teaching media, (e) Leadership training, (f) Seminar/workshop, (g) ESQ training, and (h) In-service training; a training for teacher who has ever taught in LBPP LIA Those kind of

training are used by SDM division to motivate its employees. As stated by SDM Manager:

“Motivasi, Kayak ada training tadi, upgrade, TOEFL, training motivasi itu sendiri, leadership, penggunaan media ajar, juga sekarang itu training ESQ, yang lagi ngetrend juga..”

The training programs held for teachers are mostly focus on TEFL Training. It is because, the crucial need of teachers in this institution is about the skill of teaching.

In LBPP LIA, TEFL Training consists of (1) Pre-service training, for new teachers, and (2) In-service training, for teachers who has ever taught in LIA. Training for refresh program is also held in LIA. From the interview with a teacher, the supervisor/AOO (Academic Operation Officer) is sent to Jakarta for refreshing program, if there are some changing in the syllabus or in books.

Through interview with teachers, the training activities they've got are influential toward the improvement of teachers' teaching ability. The teachers stated that they get new knowledge by following training programs in LBPP LIA. They also got new ideas and innovation in their teaching. They said that the training program can improve their teaching quality in the class. Thus, it can be seen that the training programs held by LBPP LIA for teachers are able to improve teachers' skill and teaching quality.

Dealing with the activities in Human Resource Development, LBPP LIA also gives such evaluation to its teachers. It usually called as performance appraisal or performance evaluation. The evaluation of LBPP LIA teachers is in the form of (1) TOEFL upgrading, and (2) Class reviewing. The TOEFL upgrading is held annually. It has purpose; to know and monitor the development

of the teachers, whether the results improve or not. That result can be a consideration for the institution to decide what action should be taken to the teachers next.

Class reviewing means the supervisor/AOO comes to the class and join with the students to follow the course. In the class, the supervisor monitors the teacher's performance and identified the strength and weakness of the teacher's performance. Then, the supervisor gives the criticism and suggestion for all teachers in general. It is done in the teachers' office. Based on the interview with teachers, the activities of performance evaluation are very influence to their teaching. They said that by knowing their weaknesses and strengths, they can learn and make up their performance. Shortly, the performance evaluation can improve the teaching quality of the teachers of LBPP LIA.

c. Compensation and Benefits

Salary is the first important consideration for an employee when decided to join in a company. A reasonable salary will be able to make the employees work optimally. LBPP LIA Surakarta, through Human Resource Division takes care the employees by giving appropriate salary, incentive, bonus and insurance for the employees. Teachers, as the employees of LBPP LIA assume that the salary they have received are fair with their responsibility as teachers. The teachers also stated that they just applied what the institution gave to them as the teachers, so the responsibility they have is quite easy. The salary is also quite reasonable. It is proved through the interview result:

“Apa gaji itu udah layak Bu?”
“Ya layaklah, buat hidup di Solo.”

The teachers, both part-timers and full-timers get incentive every month. The amount of the incentive is different in every level. Teachers who teach in higher and more difficult level will get higher incentive than they who teach in lower or easier level. As the example, a teacher who teaches in TOEFL Preparation will get higher incentive than teacher who teaches in elementary level.

The teachers also get bonus three times in a year; (1) every half year, (2) every the end of year, and (3) THR. The amount of bonus for part-timers and full-timers is different. The full-timers have bigger responsibility in LBPP LIA, so they get more bonuses if it is compared with the part-timers. The bonus which is given by LBPP LIA can improve teachers' motivation in their work.

Beside salary, incentive and bonus, the teachers also get income from the payment of outside class teaching. Outside class means the teachers of LBPP LIA are invited to teach English to certain institution, but still on behalf of LBPP LIA. The teachers stated that the cost of outside class is quite expensive, so the payment for the teacher is pretty fair. The teachers said that the salary, incentive and bonus they have received are proper and give motivation for them to work optimally.

The insurance given by LBPP LIA for teachers are work insurance, health insurance, and pension. The health insurance and pension fund from LBPP LIA are still only available for full-timer. It is strengthened by LBPP LIA teacher:

“Kalau tunjangan kesehatan?”

“Ada tunjangan kesehatan tapi hanya untuk pegawai tetap, ada dana pensiun juga, tapi juga hanya untuk pegawai tetap.”

Although there are no health insurance and pension fund for part-time teacher, the part-timers don't really worry about that. They said that become part-timer is their choice. It reflects that the unavailability of insurance and pension fund is not a big deal for part-time teachers in LIA. So far, they still enjoy work in LIA without insurance and pension. While the insurance and pension fund for full-time teachers gave them guarantee in their work continuance in LIA.

d. Safety and Health

Safety and health are crucial for employees in an organization. The employees will feel safe and comfortable in their work if the organization provides enough service of health. In LBPP LIA, there is no specific health facility in the office, such as clinic, but it provides substitution pay for medical treatment and medical check-up for the employees, included the teachers. There is also change of eyeglasses for the teachers with or without doctor prescription. as explained by LBPP LIA teacher:

“Ada asuransi tidak Bu?”

“Untuk full timer iya.....kesehatan. Juga ada subsidi glasses/kacamata, dapat dari kantor.”

The statement above is strengthen by the manager of HRD, who stated that the teachers are be able to claim the expense of their eyeglasses changing to the office.

For teachers, there is car which is available to see back home from the office. That facility make the teachers feel secure when they have to work far into the night. A teacher said that the car facilities is very helpful for her. She will not be worry if she has to go home lateness. Dinner also available for the teachers

who work from the afternoon until night. So that from the facilities of safety and health given by LBPP LIA, it can be seen that the facilities given are very helpful and support the smoothness of teachers' work in the office.

e. Employee and Labor Relations

Through HRD division, LBPP LIA create good and pleasant climate between the leader, manager and employees. The relationship between teachers and teachers, teachers and supervisor, teachers and other staffs of LBPP LIA are close and going harmoniously. The teachers said that the relationship between teachers and supervisor are close, like a family. There is no gap between them. While the relationship between teachers and the owner of the institution is in a formal relationship. It is because the owner rarely comes to LBPP LIA. However, as the teachers said, all the things in the institution are still managed well and under control although the owner just comes once a month. From the interview with teachers, the work environment in LBPP LIA is pleasant and comfortable. It also supports their work quality.

HRD of LBPP LIA also gives some rules to be obeyed by employees, especially teacher, they are (a) teachers should come 15 minutes before the lesson begin, (b) teachers have to prepare their materials, (c) teachers should fill their stand by times by self-development, (d) Teachers should give information of their students to the parents who want to know their child's development.

The teachers of LBPP LIA have responsibility to come on time 15 minutes before the class started. Until now there are no teachers who come late to the class. And even, some of the teachers come an hour or a half hour earlier before

they start to teach in the class. One of the reasons is they prefer wait their time to teach in the office to in another place. The other reason is they come early because they have to prepare the material they'll give in the class. Sometimes they make lesson plan for their teaching activity, or prepare their own teaching media.

Some teachers are given duty to standby in the office if they are not teaching in the class. Standby time for teacher means the teacher must be ready and stay in the office when the other teachers are teaching in the class. If there is a teacher which is absent and has to teach at that time, the standby teacher must be ready to substitute the absent teacher. If there is no teachers are absent, standby teacher should fill their standby time by self-development, which can improve their competence in teaching English. For example, reading books in the library, internet browsing, or making students' report.

In LBPP LIA, the teachers also have responsibility to deliver the rules for the students and make the report of their students. Sometimes, if there are some parents of students who want to know and ask the development of their children, the teachers involved have the honor to give information to the parents. Through in-depth interview with teachers, the rules from the organization which have to be obeyed by teachers, such as work discipline and fulfilling standby time by self-development are influence their work professionalism.

2. The Teaching Quality of Teachers

Table 4.2 Summary of Criteria of Teaching Quality of LBPP LIA Teachers

<i>Criteria of Teaching Quality</i>	<i>The Summary</i>
a. Teacher competence	1) Most all teachers of LBPP LIA are S1 graduate. 15 are graduated from FKIP faculty, the rest are from literature, technique, and HI faculty.

	<p>2) Teachers' qualification: (a) At least diploma 3 graduation, (b) Diploma 3 graduation for English program, and undergraduate graduation for all programs, (c) At least 500 of TOEFL score, and (d) Being able to present materials</p> <p>3) Based on the teachers' qualification above, LBPP LIA's teachers have good competence both in teaching and English mastery.</p>
b. Teacher behavior and personality	Based on observation and interview with LIA students, generally, the teachers are fun, kind, friendly and smart. They can make the students enjoy the lesson.
c. Teaching method applied in the class	<p>1) Generally, LIA teachers applied FIESTA (fun, systematic, and objective) method in teaching. That method refers to communicative approach and student centered method.</p> <p>2) Through observation and interview, generally the teachers applied fun and interesting method in the classroom.</p>
d. Teaching media used by teachers	<p>1) Teaching media which available in every classroom are: whiteboard, TV, tape recorder, and DVD.</p> <p>2) Through interview, the teachers also make their own media for their teaching, such as chart, realia, pictures, and flash cards.</p> <p>3) The media is enough but needs to be completed more and get them renewed to keep the situation comfort.</p>
The extend of HRM roles towards the improvement of teaching quality of LIA teachers	Based on teachers' perception, Human Resource Management (HRM) roles in LBPP LIA which carried out by HRD gave improvement to teachers' teaching quality, in the case of salary, incentive, bonus, insurance, facilities, training program, and work environment.

a. Teacher Competence

LBPP LIA has 23 teachers which consist of 9 full-timers and 14 part-timers. All the teachers of LBPP LIA are S1 graduate. They are not required to be graduated from Teacher Training and Education Faculty, because the qualification is purely about the ability of English skills. From 23 teachers in LBPP LIA, 15 are graduated from English Program of Teacher Training and Education Faculty, the rest are from Literature, Technique, and HI Faculty.

LBPP LIA is not promiscuously in choosing their teacher. The teachers have to fulfill the requirement of teachers' qualification, namely: (1) At least diploma 3 graduation, (2) Diploma 3 graduation for English program, and undergraduate graduation for all programs, (3) At least 500 of TOEFL score, (4) Being able to present materials, and (5) Can pass LIA qualification standard. Based on the teachers' qualification, LBPP LIA teachers must have good competence both in teaching and English mastery.

Every year, all teachers of LBPP LIA have to refresh their TOEFL, by following TOEFL test which is conducted by the institution. The result of TOEFL must be improved. If the result is static or decrease, the institution will analyze and indicate the problem faced by the teacher. Therefore, based on the problem analysis, the institution can give appropriate action to solve the problem.

The manager of HRD said that if there is a teacher who has not fulfilled the expected qualification of teacher in LBPP LIA, although he has worked for some years, he has to receive the consequence from the institution. The consequences are: (1) The teacher will not get a salary rise, (2) The teacher just can teach in easy level class, (3) If the performance getting worse, the teacher must follow training program again. If he fails, he cannot continue his work as teacher in LBPP LIA.

From the previous explanation, it can be seen that LBPP LIA used to maintain its quality of teachers. The teachers of LBPP LIA said that if their performance does not improve, it becomes such self-evaluation to their selves.

The consequences which are given by the institution become big motivation for them to improve their English competence and skill.

b. Teacher Behavior and Personality

Updating actual news and following the new trend are important for LIA teachers and LBPP LIA teachers. It is important because they don't want to be left out with their students, and it will make them easier to get close with their students. Updating the actual news also helpful in applying material they have to teach, in order to make the students more understand with the material. One of LIA teachers said that if there is new gossip in the internet or TV cable, the teachers share the news each other, so that they will not getting behind with their students. Based on in-depth interview with LIA students, generally, the teachers of LBPP LIA are fun, kind, and enjoyable.

“Gimana pendapatmu tentang guru di LIA?”

“Seru, gokil, asyik.”

“Gaul.”

“Friendly.”

“Ya, friendly.”

“Enak. Pinter, baik, enak diajak ngomong juga, suka ngasih tahu juga. Ya...friendly lah, gitu.”

LIA students said that teacher is one of their consideration in joining to an english course, beside the materials, facilities and friends. They stated that they can share and talk to their teacher in any topic. It is because they think that their teachers in LIA are friendly, kind, and understand about the teenagers' problem. The teachers can talk to the students like friends, there is no gap between them. Moreover, they can tell their problems to their teacher and ask for suggestion. So, the role of LIA teachers is not only teach, but also as counselor or consultant who guide the students.

c. Teaching Method Applied in the Class

Generally, LIA teachers applied FIESTA (fun, systematic, objective) method. Fun means the activity in the class should be fun. The teachers should apply many ways in order to create fun situation in the classroom. So, the teaching learning activity will run well and naturally. Systematic means the teachers deliver their material and conduct the teaching learning process systematically. Objective means that the teaching learning activity in the class must have clear objective. So, the teachers must create fun and systematic method in the class with certain objective which has to be reached by the students.

The FIESTA method is more emphasize on ‘student-student interaction’. It means that the method of teaching is communicative and student-centered. The teachers are used to make the lesson can be fun in the class. LIA teachers said that they have to force the students to speak more in the class than the teacher. It is because the most priority in LBPP LIA is to encourage the students to be able to speak English.

There are many activities create by teachers in the class to make the students more active. For instance; discussion, games, catechize, debate, and presentation. The various teaching technique applied by the teacher in the class also have a purpose to avoid the boredom of the students in the class. A teacher of LBPP LIA said that in discussing certain topic, it cannot be too long, because it can make the students bored. The discussion has to be inserted by an intermezzo, for example games, which still related with the topic.

Sometimes to make the students not be bored, teachers play a film in the class and watch it with the students. The students do not only watch the film, but they also have to be able to relate the film with the topic of the lesson. So, they can enjoy the film and learn the materials all at once in the class. A teacher of LBPP LIA said that watching film in the class is one of effective way in teaching the students, but not all topics can be related with the film. So, that activity is done occasionally, depend of the topic of the lesson.

The students of LBPP LIA assumed that their teachers' teaching technique in the class is very fun and interesting. They said that they very enjoy being involved in every activity in the class. The techniques applied by teachers are effective and be able to improve the students' English ability.

d. Teaching Media Used by Teachers

The setting of classroom is important in determining the successful of teaching learning process. The seats in classroom of LBPP LIA are set in half circle row, in order to maximize the students' attention to the class. The amount of students in every class are also determined. The minimal number of students in a class is 6 students, and the maximal number is 22 students. By fulfilling every class with ideal number of students, it is expected that the students will be able to focus to the teaching learning process, and teachers can monitor the students, so that the goal of the course will be achieved.

To make the class cooler and more comfortable, air conditioner always available in every classroom. The teaching media which available in every classroom are whiteboard and tape recorder. While TV and DVD are only

available in some classes. Both are usually used in classroom for higher level, like Intermediate or High Intermediate level.

The teaching media which are available in the class is enough and helpful, but needs to be completed more to keep the situation comfort. As suggested by LIA students:

“Saran untuk LBPP LIAny?”

“TV, DVDnya ditambah, biar ga usah pindah ruang kalo mau pake.”

LIA teachers get enough facilities to support their teaching development, creativity, and update their teaching material. The facilities consist of library, foreign books, newspaper, magazine, internet, and TV cable. The teachers stated that the facilities given for the teachers’ development are quite good and enough. They assume that those facilities can improve their competence and creativity in teaching.

Beside the ready-use material from the institution, LBPP LIA teachers also make, find and buy their own media for their teaching, such as chart, pictures, and flash cards. Those supplement media are used to create more innovation in their teaching and hopefully the students can enjoy the lesson through the media.

3. The Extend of Human Resource Management (HRM) Roles towards the Improvement of Teaching Quality of LIA Teachers

Based on teachers’ consideration, the Human Resource Management roles in LBPP LIA which carried out by HRD gave improvement to teachers’ teaching quality. It is because LBPP LIA Surakarta through HRD has given good treatment to the teachers. The roles of HRM itself including (1) recruitment and selection, (2) work discipline, (3) kind of teacher training programs; (4) facilities, (5) salary,

incentive, bonus, and insurance and; (6) work environment. Here is the summary of in-depth interview result with LBPP LIA teachers.

From the in-depth interview with 4 teachers of LBPP LIA which consist of 2 full-timers and 2 part-timers, it founds that: (1) All teachers stated that the recruitment process in LBPP LIA is very tight, hard and takes long time. Those long and difficult recruitment makes them keep motivated to show their best work performance. (2) All teachers assume that the work discipline which is applied in LBPP LIA is very important and be able to motivate them to work away. (3) Three teachers stated that the training program held in LBPP LIA is beneficial and helpful for the development of their knowledge and teaching quality. While one teacher said that the training programs sometimes improve the teaching quality, but sometimes not. It is because sometimes the topic given in the training program is already known by the teacher, so it just a repetition for her. (4) All the teachers said that the facilities they have got are sufficient and helpful for their self-development in teaching English. (5) The salary, incentive and bonus received by the teachers are appropriate with their responsibility as teachers. The teachers also stated that the amount of the salary, incentive and bonus are reasonable. Those payments can motivate the teacher to work optimally. (6) The full-timers get insurances and pension fund from the institution. Those are gave them guarantee in their work continuance in LIA. While for part-timers, the unavailability of insurances and pension fund is not a big deal for them. Until now, they still enjoy work in LBPP LIA. (7) The teachers proposed that the work environment in LBPP LIA is very comfortable. The relationship between

employees is very close, and there is no gap between teachers and supervisor. The pleasant work environment brings them more enjoy working together in LBPP LIA.

From the explanation above, it can be seen that teachers of LBPP LIA both full-timers and part-timers feel that they are treated well by the institution. It seems that the teachers love to work in LBPP LIA. It is proved that the good treatment and enough facilities provided by LBPP LIA can improve teachers' competence and teaching quality.

The theory constructed from the research findings is that Human Resource Management (HRM) roles in LBPP LIA which are carried out by HRD gave improvement to teachers' teaching quality, in the case of salary, incentive, bonus, insurance, facilities, training program, and work environment.

B. Discussion

This section presents the justification of theories constructed from the research findings and the theories proposed by experts. In an organization, the management of employees payment is crucial. Byars and Rue (1997: 17) states that in motivating employees, most of the focus has been on money, such as wage or salary, overtime pay, incentives, and benefits. In LBPP LIA, the salary, incentive, and bonus has received by teachers are enough. The salary are suitable with the responsibility of teachers' work in LIA. So that the teachers are motivated to perform their best work performance.

Besides that, the teachers of LBPP LIA also get facility to support their teaching activities. The facility covers English books, magazines, newspapers, TV cable, library, and internet network. The teachers stated that the facilities are sufficient and be able to improve their teaching creativity.

In relation with the employees development, Mondy and Noe (2005: 3) say that it is vital to give training program for the employees to develop their skill and ability. The training and development process should begin when individual join the organization and continue their careers. In LBPP LIA, the teachers are given some kinds of training program to improve their work quality. In the first time new teachers work, they have to follow a training called TEFL A, and it is continued with other trainings every year. The teachers of LBPP LIA stated that the training programs that they have followed can improve their knowledge and their teaching quality.

Mondy and Noe (2005: 3) propose that HRM used to establish climate of mutual respect and trust which are needed to maintain healthy labor-management relations. In LBPP LIA, the work environment is comfort, as explained by the teachers. The relationships between teachers, staffs, and supervisor are very close. So that it supports the comfortability of teachers in their work.

Based on the theoretical review, Notoatmojo (2003: 117) proposes that human resource management is recruitment, selection, development, treatment, and the use of human resource in order to reach the individual and organizational purposes. In LBPP LIA HRM is handled by HRD. The roles of HRD of LBPP LIA are planning, controlling, developing, directing and take care the employees.

Dealing with the performance of the teachers, LBPP LIA held work evaluation for teachers in regular time that is in every term (three months). It is aimed to evaluate the teachers' performance in teaching in the class and to identify the weakness and strength of the teacher performance. Mondy and Noe (2005: 3) define work evaluation as performance appraisal. They state that performance appraisal is a regular review of employee performance in organization.

Hornby (1995), says that the most effective teaching is not only based on the approach, but also based on the teacher behavior and competences. In relation with the teacher competence, Allan and Lasley (2000: 50) propose Ryans's critical teacher behaviors, some of them are: (1) Cheerful and optimistic, (2) Likes fun, has a sense of humor, (3) Shows understanding and sympathy in working with pupils, (4) Is friendly and courteous in relation with pupils, (5) Help pupils with personal as well as educational problems.

The teachers of LBPP LIA play their role not only in teaching learning process in the class, but also out of class. The teachers stated that students of LBPP LIA often go to the teachers' office to talk to their teachers. The students of LBPP LIA say that their teachers in LBPP LIA are very kind and friendly. They also have jokes in every meeting in the class, so that the students are not boring in teaching learning activities.

At LBPP LIA, teachers applied learner centered method, which focus on student-student interaction, so that the students have bigger chance to be active in the class. It is match with Etllng theory in (1993) which states that Non Formal

Education (NFE) is more learner centered than most formal education. He also states that NFE focuses on practical skills and knowledge. Howard (1988: 97) states that a good teacher uses a variety of teaching methods and does not depend entirely upon any of these. The teachers of LBPP LIA applied many kinds of technique to make the students more communicative and active, for example: discussion, game, drama, debate, etc. The students said that they like with the variety of technique applied by their teachers.

Howard (1988: 155) states that learning can be much enhanced and teaching made more interesting by the judicious use of audio-visual aid. In LBPP LIA, the teaching learning activities in the class is also supported by some media, such as tape recorder, TV, and DVD. The students stated that the media of teaching in the class is sufficient and very support their learning, although need to be completed more.

In addition, Arends (1998: 63) states that planning and making decision about instruction are among the most important aspects of teaching, because they are major determinants of what is taught and how it is taught. The teachers of LBPP LIA have responsibility in creating lesson plan, although the material are has provided by institution. The lesson-plan as the teachers say-is very helpful for the teachers in conducting the teaching learning process in the class.

In LBPP LIA, teacher also have task to evaluate their students, by making such report in the case of students' competence. From the report, the teacher can monitor the students' development in certain level. Richards (1985: 9) Evaluation is that phase of language program development that (a) monitors the teaching

process in order to ensure that the system works, and (b) determines which phases of the system need adjustment when problems are detected.

Teachers of LBPP LIA say that their purpose in teach their students in the class is not only reach the competence of English, but also form the good attitude and behavior of their students. Hyme in Richards and Rodgers (2001: 159), views that language learning is to develop the learners' communicative competence. While Stern in Graves (1996: 17) identifies four types of goals for language learner, as follows: (1) Proficiency goals, include: general competency, mastery of four skills (listening, speaking, reading, writing), (2) Cognitive goals, include: mastery of linguistic knowledge and mastery of cultural knowledge. (3) Affective goals, include: achieving positive attitudes and feeling about the target language, achieving confidence as a user of the language. (4) Transfer goals, include: learning how to learn so that one can call upon learning skills gained in one situation to meet future learning challenges.

Having justified the theory constructed from the research findings and the experts' theories, it can be said that the theories are appropriate. The theory constructed about the Human Resource Management (HRM) roles and the teaching quality are match with the experts' theories.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher comes to the conclusion of the research. Based on the analogical of research findings and discussion, the researcher meets with the answer of the problem of the research. The researcher proposes a theory that Human Resource Management in LBPP LIA Surakarta improves the teaching quality of the teachers dealing with the treatment of Human Resource Division which covers (1) Human resource planning, recruitment and selection; (2) Human Resource Development; (3) Compensation and benefits; (4) Safety and health; and (5) Employee and labor relation.

The specific roles of HRM in LBPP LIA includes (1) recruitment and selection, (2) work discipline, (3) kind of teacher training programs; (4) facilities, (5) salary, incentive, bonus, and insurance and; (6) work environment. Here is the summary of in-depth interview result with LBPP LIA teachers.

Regarding the selection process in LBPP LIA recruitment, all teachers stated that the recruitment process in LBPP LIA is very tight, hard and takes long time. The long and difficult recruitment makes them keep motivated to show their best work performance. LBPP LIA also applied work discipline in the office. All the employees must obey the rules. If they don't, they have to receive the consequences. All teachers assume that the work discipline which is applied in LBPP LIA is very important and be able to motivate them to work away.

LBPP LIA held training program for its teachers once a year. Based on in-depth interview with teachers, three of four teachers stated that the training program held in LBPP LIA is beneficial and helpful for the development of their knowledge and teaching quality. While one teacher said that the training programs sometimes improve the teaching quality, but sometimes not. It is because sometimes the topic given in the training program is already known by the teacher, so it just a kind of repetition for her.

Dealing with the facilities, the teachers of LBPP LIA obtain many facilities in the office, for example, library, English books, magazine, newspaper, internet connection, and TV cable. All of them support the teachers in their teaching. The physical facilities which are always available, such as: AC room, dinner, and car. Those facilities also support the teachers' work, although they think that the teachers' room is too small for them now. However, the teachers said that the facilities they have got are sufficient and helpful for their self-development in teaching English.

In the case of teaching-learning process in the classroom, the teachers and students stated that the teaching media available in the class are helpful for them, although just some classes are completed with TV and DVD player. The teachers said that their main obstacle in their work in LBPP LIA is if they faced difficult students, because they have to apply the good manner to the students first, then they just can teach them, so the teachers must work extra for them.

Dealing with payment for employees in LBPP LIA, the salary, incentive and bonus received by the teachers are appropriate with their responsibility as

teachers. The teachers stated that the amount of the salary, incentive and bonus are reasonable. Those payments can motivate the teacher to work optimally. In relation with insurance for the teachers, the full-timers get insurances and pension fund from the institution. Those are gave them guarantee in their work continuance in LIA. While for part-timers, the unavailability of insurances and pension fund is not a big deal for them. Until now, they still enjoy work in LBPP LIA.

LBPP LIA tried to create good work environment in the office. The teachers proposed that the work environment in LBPP LIA is very comfortable. The relationship between employees is very close, and there is no gap between teachers and supervisor. The pleasant work environment brings them more enjoy working together in LBPP LIA.

In general, through in-depth interview, can be seen that teachers of LBPP LIA both full-timers and part-timers feel that they are treated well by the institution. It seems that the teachers love to work in LBPP LIA. Briefly, it is proved that the good treatment and sufficient facilities provided by LBPP LIA can improve teachers' competence and teaching quality.

B. Suggestion

After analyzing data and writing the conclusion, the researcher would like to give some suggestion dealing with the teaching quality improvement in English course. The suggestion is explained as follows:

1. To LBPP LIA

- (a) The teachers' room cannot accommodate the big number of teachers of LBPP LIA. It is therefore, the teachers' room should be made wider than the room which is available now. So, hopefully the teachers can feel comfortable in their room.
- (b) The creativity of LBPP LIA teachers in creating their own media in teaching should be given appreciation from the institution, so that the teachers will be motivated in their work.
- (c) The classrooms for LBPP LIA students should be completed with teaching media. TV and DVD should be put in every class in order to make the teaching learning activity going well.

2. To teachers of LBPP LIA

The teachers should pay more attention to their students, keep the students active in the class, create more interesting media and teaching method and be able to handle the 'difficult students' patiently, which are until now still being the main obstacle faced by the teachers while teaching in the class.

3. To students

The students should be more active in the class in order to attain the better language competence.

4. To English Department at University

The students of English department at university must be prepared as good as possible, in order to be able to compete with others in getting job in the fast development of English language.

5. To other researchers

This study is about the management of human resource in improving teaching quality in an English course. It is expected that the result of this research can give additional reference for other researcher. Hopefully, this research can give new inspiration to the other researchers in taking research about management which related with English teaching and learning.

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Protocol Interview with HRD (SDM) Manager of LBPP LIA

1. Berapa jumlah seluruh karyawan LBPP LIA cabang Solo ini? Berapa jumlah gurunya?
2. Untuk staf pengajarnya, apakah semuanya pegawai tetap? Atau ada yang tidak tetap? Berapa masing-masing jumlahnya?
3. Apakah peran atau tugas HRD/ SDM di LIA ini?
4. Seberapa besar andil HRD yang ada di LIA ini terhadap stafnya?
5. Apa saja fasilitas yang diberikan LIA untuk staf-stafnya?
6. Apakah setiap hari ada fasilitas makan siang atau snack?
7. Apa saja usaha yang dilakukan HRD untuk memaksimalkan kualitas kerja staffnya, khususnya staf pengajarnya?
8. Adakah treatment khusus yang diberikan HRD ke staf pengajarnya?
9. Bagaimanakah seleksi recruitment tenaga pengajar di LIA?
10. Apa saja kualifikasi yang harus dipenuhi?
11. Adakah asuransi (kerja, kesehatan) yang diberikan? Adakah dana pensiun?
12. Dana pensiun tersebut diperuntukkan bagi semua staf, atau staf tertentu?
13. Berapakah usia pensiun kerja di LIA?
14. Adakah training yang diberikan untuk karyawan dan guru?
15. Seberapa sering training tersebut dilaksanakan?
16. Meliputi apa saja training tersebut? Apakah semua wajib mengikuti?
17. Kewajiban apa saja yang harus dilaksanakan tenaga pengajar di LIA?
18. Hak apa saja yang didapatkan tenaga pengajar di LIA?
19. Apakah tenaga pengajar di LIA bisa naik jabatan? Jika bisa, apa syaratnya?
20. Apa konsekuensinya jika tenaga pengajar di LIA melakukan kesalahan/ melanggar peraturan?
21. Apakah di LIA ada evaluasi kerja? Seberapa sering evaluasi itu dilakukan?
22. Apabila ada staf pengajar yang kinerjanya menurun, apa konsekuensinya?
23. Apabila ada staf pengajar yang terpaksa diberhentikan, adakah pesangon yang diberikan?

Protocol Interview untuk Guru

1. Apakah latar belakang pendidikan Anda?
2. Sudah berapa lama Anda bekerja di lembaga ini?
3. Anda mengajar pada level apa saja?
4. Apa yang membuat Anda tertarik bekerja di lembaga ini?
5. Apa yang Anda sukai dari lembaga ini?
6. Apa yang tidak Anda sukai dari lembaga ini?
7. Bagaimana pendapat Anda tentang seleksi masuk staf pengajar di lembaga ini?
8. Apa saja tanggung jawab yang harus dilaksanakan oleh staf pengajar?
9. Aturan-aturan apa saja yang harus ditaati oleh staf pengajar di lembaga ini?
10. Sanksi apa yang diterima jika Anda melanggar aturan-aturan tersebut?
11. Apakah aturan-aturan tersebut memotivasi Anda untuk lebih giat mengajar?
12. Bagaimana pendapat Anda tentang anak didik anda di lembaga ini?
13. Setiap kelas terdiri dari berapa siswa? Apakah Anda mengenal setiap anak didik Anda dengan baik?
14. Metode mengajar seperti apa yang Anda terapkan saat mengajar?
15. Media pembelajaran apa saja yang tersedia di setiap kelas?
16. Apakah semua media tersebut Anda gunakan dalam mengajar?
17. Adakah media ajar yang Anda buat/ciptakan sendiri?
18. Sejauh ini, apa hambatan yang Anda temui saat mengajar di lembaga ini?
19. Adakah kegiatan yang diselenggarakan untuk karyawan di luar jam kerja? Meliputi apa saja?
20. Adakah training yang diadakan di lembaga ini? Meliputi apa saja?
21. Seberapa sering training tersebut dilaksanakan? Training apa saja yang sudah pernah Anda ikuti?
22. Apakah training-training tersebut mampu meningkatkan kinerja Anda sebagai pengajar?

23. Fasilitas apa saja yang Anda dapatkan sebagai staf pengajar di lembaga ini?
24. Menurut Anda, apakah fasilitas-fasilitas yang disediakan untuk staf pengajar sudah memadai?
25. Adakah promosi jabatan di lembaga ini?
26. Apakah gaji yang Anda terima sudah sesuai dengan tanggung jawab yang Anda emban?
27. Menurut Anda, sudah layakkah gaji Anda sebagai staf pengajar di lembaga ini?
28. Apakah Anda mendapatkan insentif/bonus? Jika ya, apakah hal tersebut memotivasi Anda untuk meningkatkan kualitas mengajar Anda?
29. Apakah Anda menerima asuransi? Apa saja jenis asuransi yang Anda terima? (kesehatan, tenaga kerja)
30. Apakah Anda mendapat dana pensiun? Berapakah umur pensiun mengajar di lembaga ini?
31. Bagaimana hubungan Anda dengan atasan Anda, sesama pengajar dan dengan karyawan lain? Manakah yang paling perlu diperbaiki?
32. Apakah ada evaluasi kerja di lembaga ini? Seberapa sering evaluasi tersebut dilaksanakan?
33. Apabila dalam evaluasi tersebut ada pengajar yang kinerjanya menurun, apa konsekuensinya? Jika meningkat, apa yang didapat oleh staf pengajar tersebut?
34. Bagaimana pendapat anda tentang manajemen SDM di lembaga ini?
35. Apa saran anda untuk lembaga ini? Khususnya pada divisi SDM.

Protocol Interview untuk Siswa

1. Saat ini, Anda mengikuti program apa di LIA?
2. Sudah berapa lama Anda mengikuti kursus di sini?
3. Hal apa yang membuat Anda tertarik untuk memilih kursus di sini?
4. Apa yang anda sukai dari lembaga kursus ini?
5. Apa yang tidak anda sukai dari lembaga kursus ini?
6. Bagaimana pendapat Anda tentang staf pengajar/guru yang mengajar Anda di LIA?
7. Apa yang Anda sukai dari guru yang mengajar di kelas Anda?
8. Apa yang tidak Anda sukai dari guru yang mengajar di kelas Anda?
9. Guru seperti apa yang Anda sukai? Apakah guru anda di LIA termasuk dalam kategori guru yang Anda sukai?
10. Metode mengajar seperti apa yang diterapkan guru Anda di kelas?
11. Menarikkah metode tersebut?
12. Media ajar apa saja yang tersedia di setiap kelas?
13. Adakah media ajar yang dibuat oleh guru Anda sendiri?
14. Materi pelajaran yang Anda dapat di LIA berasal dari apa saja?
15. Kegiatan apa yang paling Anda sukai ketika belajar di kelas?
16. Apa saran Anda untuk guru yang mengajar Anda di LIA?
17. Sarana prasarana apa yang harus ditingkatkan di lembaga ini?

CATATAN LAPANGAN HASIL PENGAMATAN

Catatan Lapangan Nomor : 01
Waktu Pengamatan : Selasa, 10 Maret 2009
Pukul 16.20 -16.30 WIB
Tempat Pengamatan : Serambi Kelas Lembaga Bahasa dan Pendidikan
Profesional (LBPP) LIA Surakarta
Objek Pengamatan : Situasi lingkungan LBPP LIA dan kegiatan siswa
yang mengikuti kursus Bahasa Inggris di LBPP
LIA Surakarta
Pengamat : Dhinar Sri Rustiana
Catatan Lapangan Dibuat : 10 Maret 2009
Pukul 18.30 WIB

Situasi Latar

Gedung Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta terletak di Jl. Bhayangkara No. 10 Surakarta. Gedung ini menghadap ke arah barat. Letaknya bisa dikatakan cukup strategis, karena berdekatan dengan pusatnya kota Surakarta yaitu Jl. Slamet Riyadi, dan berdekatan pula dengan tempat-tempat umum lainnya, seperti Makro, SMA N 7 Surakarta, dan Hotel Indah Palace. Hal tersebut akan memudahkan siapa saja yang belum pernah berkunjung ke lembaga bahasa ini sebelumnya untuk sampai di LBPP LIA dengan petunjuk-petunjuk tersebut. Selain itu, menjangkau tempat dimana kursus bahasa ini terletak bisa dikatakan cukup mudah. Hal tersebut dikarenakan daerah ini adalah daerah yang dilewati transportasi umum dari segala jurusan. Selain itu, area parkirnya pun luas sehingga bisa digunakan untuk parkir banyak kendaraan.

Gedung LIA merupakan gabungan 2 yayasan, yaitu yayasan Pratama Mulia yang bergerak di bidang keahlian komputer, dan yayasan LBPP LIA yang bergerak di bidang bahasa. Gedung tersebut dari luar tidak terlihat besar, apalagi bagian depan yang merupakan ruangan administrasi dan pelayanan hanya terdiri

dari satu lantai sehingga terkesan tidak begitu luas. Saat memasuki gerbang utama, halaman yang cukup luas terbentang, tempat itu disediakan untuk parkir tamu, sementara untuk para karyawan dan siswa yang membawa kendaraan, parkir bisa dilakukan di halaman belakang yang memang khusus diperuntukkan bagi mereka.

Teras depan LBPP LIA menghadap ke arah barat. Setelah pintu gerbang utama, sekitar 30 meter langsung bisa menuju pintu masuk lobi LBPP LIA. Di depan lobi atau tepatnya di teras depan, berjejer kursi sebanyak kurang lebih 12 buah berjejer di tiga sudut yang berbeda. Di bagian depan pun terpampang papan pengumuman berukuran sekitar 1 meter x 1 meter yang berisi informasi seputar pelaksanaan program kursus Bahasa Inggris ataupun pengumuman lainnya yang berhubungan, sampai pengumuman lowongan kerja pun terpampang di sana.

Masuk ke ruangan bagian depan, ruangan itu adalah ruang pelayanan dan administrasi. Ada tiga loket di ruang tersebut, yang masing-masing memiliki petugas tersendiri untuk tiap loketnya. Di ruang itu pun terdapat 4 komputer yang digunakan untuk menginput data siswa dan administrasi lainnya. Jadi, bisa dikatakan bahwa ruang ini adalah sumber informasi keadministrasian LBPP LIA Surakarta. Di depan loket tersebut berjejer kursi untuk menunggu sebanyak tiga baris dengan kurang lebih sepuluh kursi untuk tiap barisnya. Ruangan itu pun terasa nyaman karena terdapat air conditioner yang membuat suasana selalu sejuk. Pintu masuk dan keluar ruangan yang dulunya pintu geser, sekarang diganti dengan pintu dorong, dengan besi pengaman sehingga pintu dapat tertutup secara otomatis dan bisa menghindarkan suara pintu yang berdecit saat dibuka.

Langsung dari ruang administrasi, ada pintu dorong sebelah timur yang juga berhadapan dengan pintu masuk tadi. Dari sana tidak ada ruang yang langsung terhubung, melainkan terhubung dengan lorong sepanjang 50 meter untuk menghubungkannya dengan ruang bagian lain. Di sebelah kiri ruang administrasi adalah ruang guru, yang di dalamnya juga termasuk ruang Academic Operation Officer beserta stafnya. Ruang lain yang dihubungkan dengan koridor ada sekitar lima ruang, itu merupakan ruang staf-staf, seperti humas dan lainnya.

Di setiap ruangan udaranya terasa sejuk karena semua ruang dilengkapi dengan air conditioner.

Di sepanjang koridor merupakan ruangan terbuka yang dihiasi dengan taman-taman dan pohon serta tanaman-tanaman hias, sehingga pemandangan alam yang asri dan hijau pun terasa di sana. Di sebelah timur ruang guru terletak mushola, yang tempatnya disekat untuk laki-laki dan perempuan ,begitu pun untuk tempat wudlu dan kamar mandinya, dirancang terpisah di setiap ujung.

Memasuki halaman belakang, barulah terlihat bangunan yang cukup luas dan besar, yaitu ruang kelas dengan tiga lantai, dimana masing – masing lantai terdiri dari 9 kelas. Kelas- kelas itu membujur dari barat ke timur kemudian berbelok membentuk huruf L ke arah utara. Ruangan-ruangan di lantai satu dipergunakan sebagai laboratoriu komputer oleh Yayasan Pratama Mulia, sementara ruang-ruang di atasnya adalah ruang milik LBPP LIA.

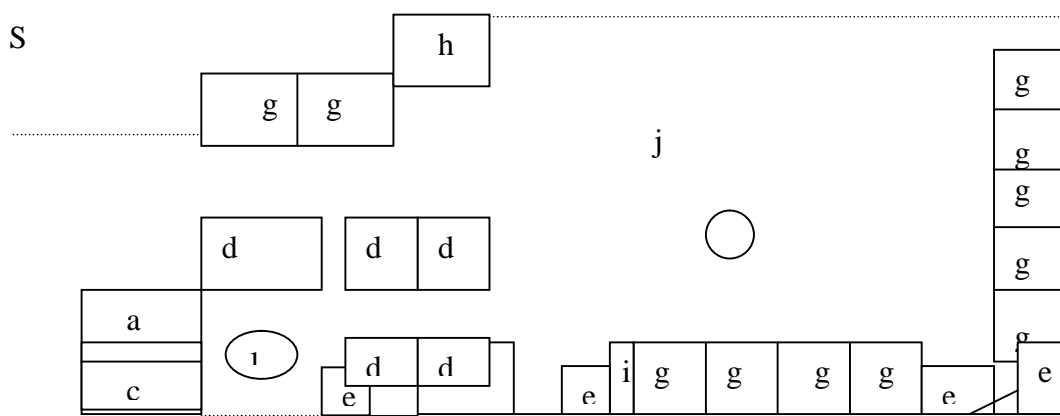
Pekarangannya cukup luas, di tengah – tengah pekarangan itu ada pohon besar yang rindang dan membuat teduh suasana sekitarnya. Pohon itu pun diberi tembok pinggirnya sehingga bisa digunakan siswa ketika mereka menunggu dimulainya kelas sambil duduk-duduk dan ngobrol-ngobrol di bawah pohon.

Di sebelah utara memasuki area parkir karyawan dan siswa terletak pos satpam. Itu merupakan gerbang kedua dari bangunan tersebut yang merupakan area yang tidak terlalu umum, karena yang masuk adalah siswa dan karyawan saja. Saat kendaraan masuk ke area parkir pun, petugas security mencatat nomor kendaraan tersebut demi menjaga keamanan. Di sebelah utara ruang administrasi atau pas memasuki gerbang kedua, terletak dua buah kelas yang diperuntukkan bagi kelas anak-anak. Depan kelas tersebut digunakan sebagai parkir motor karyawan. Di sebelah kelas anak tersebut terletak kantin yang siap melayani setiap orang yang ingin mendapatkan makanan.

Berikut adalah denah LBPP LIA Surakarta:

U

S



k



Keterangan:

- a. R Administrasi
- c. R. AOO
- e. Kamar mandi
- g. Ruang kelas
- i. Tangga
- k. Halaman depan

- b. R. Guru
- d. Ruang staf-staf lainnya
- f. Mushola
- h. Kantin
- J. Halaman parkir
- l. Taman

Pengamatan

16.10 WIB (1) Pengamat tiba di LBPP LIA pukul 16.10, langsung menuju serambi kelas LBPP LIA. Dari tempat duduk pengamat, terlihat suasana di parkiran LIA sangat ramai dan penuh. Ini karena sebentar lagi ada pergantian pelajaran. Banyak kendaraan siswa yang mau pulang, ada juga kendaraan siswa yang datang untuk pelajaran sesi berikutnya. Di beberapa kelas sudah ada siswa yang berhamburan keluar kelas, bersiap-siap untuk pulang karena pelajaran mereka sudah usai.

KP: Dari ramainya tempat parkir, tampak bahwa jumlah siswa LBPP LIA cukup banyak.

16.15 WIB (2) Bel masuk sudah berbunyi, siswa-siswa yang sudah menunggu untuk sesi berikutnya mulai berjalan menuju kelas mereka masing-masing. Guru-gurunya pun juga berjalan bersama sambil sesekali bercakap-cakp dan bercanda menuju kelas dimana mereka mengajar.

KP: Siswa-siswa antusias menyambut pelajaran yang akan mereka terima. Hubungan antara guru-guru di LIA terjalin baik dan akrab.

16.20 WIB (3) Hujan deras tiba-tiba mengguyur kawasan LBPP LIA. Karena bel baru 5 menit yang lalu, banyak siswa yang masih berdatangan masuk kursus. Ada yang memakai mantel, karena mengendarai motor, ada yang memakai payung, karena berjalan kaki atau diantar orang tua memakai mobil, bahkan ada juga beberapa siswa yang tidak memakai pelindung apa-apa, mereka berlari menuju kelas sambil menutupi kepala mereka dengan tangan.

KP: Siswa-siswa LBPP LIA rela kehujanan demi tetap masuk mengikuti kelas mereka.

CATATAN LAPANGAN HASIL PENGAMATAN

Catatan Lapangan Nomor	: 02
Waktu Pengamatan	: Kamis, 12 Maret 2009 Pukul 16.00 -16.38 WIB
Tempat Pengamatan	: Di luar ruang kelas 306 Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta
Objek Pengamatan	: Situasi kelas dan kegiatan guru dan siswa LBPP LIA Surakarta

Pengamat : Dhinar Sri Rustiana

Catatan Lapangan Dibuat : 25 Maret 2009

Pukul 18.30 WIB

Situasi Latar

Gedung Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA Surakarta terletak di Jl. Bhayangkara No. 10 Surakarta. Gedung ini menghadap ke arah barat. Letaknya bisa dikatakan cukup strategis, karena berdekatan dengan pusatnya kota Surakarta yaitu Jl. Slamet Riyadi, dan berdekatan pula dengan tempat-tempat umum lainnya, seperti Makro, SMA N 7 Surakarta, dan Hotel Indah Palace. Hal tersebut akan memudahkan siapa saja yang belum pernah berkunjung ke lembaga bahasa ini sebelumnya untuk sampai di LBPP LIA dengan petunjuk-petunjuk tersebut. Selain itu, menjangkau tempat dimana kursus bahasa ini terletak bisa dikatakan cukup mudah. Hal tersebut dikarenakan daerah ini adalah daerah yang dilewati transportasi umum dari segala jurusan. Selain itu, area parkirnya pun luas sehingga bisa digunakan untuk parkir banyak kendaraan.

Gedung LIA merupakan gabungan 2 yayasan, yaitu yayasan Pratama Mulia yang bergerak di bidang keahlian komputer, dan yayasan LBPP LIA yang bergerak di bidang bahasa. Gedung tersebut dari luar tidak terlihat besar, apalagi bagian depan yang merupakan ruangan administrasi dan pelayanan hanya terdiri dari satu lantai sehingga terkesan tidak begitu luas. Saat memasuki gerbang utama, halaman yang cukup luas terbentang, tempat itu disediakan untuk parkir tamu, sementara untuk para karyawan dan siswa yang membawa kendaraan, parkir bisa dilakukan di halaman belakang yang memang khusus diperuntukkan bagi mereka.

Teras depan LBPP LIA menghadap ke arah barat. Setelah pintu gerbang utama, sekitar 30 meter langsung bisa menuju pintu masuk lobi LBPP LIA. Di depan lobi atau tepatnya di teras depan, berjejer kursi sebanyak kurang lebih 12 buah berjejer di tiga sudut yang berbeda. Di bagian depan pun terpampang papan pengumuman berukuran sekitar 1 meter x 1 meter yang berisi informasi seputar

pelaksanaan program kursus Bahasa Inggris ataupun pengumuman lainnya yang berhubungan, sampai pengumuman lowongan kerja pun terpampang di sana.

Masuk ke ruangan bagian depan, ruangan itu adalah ruang pelayanan dan administrasi. Ada tiga loket di ruang tersebut, yang masing-masing memiliki petugas tersendiri untuk tiap loketnya. Di ruang itu pun terdapat 4 komputer yang digunakan untuk menginput data siswa dan administrasi lainnya. Jadi, bisa dikatakan bahwa ruang ini adalah sumber informasi keadministrasian LBPP LIA Surakarta. Di depan loket tersebut berjejer kursi untuk menunggu sebanyak tiga baris dengan kurang lebih sepuluh kursi untuk tiap barisnya. Ruangan itu pun terasa nyaman karena terdapat air conditioner yang membuat suasana selalu sejuk. Pintu masuk dan keluar ruangan yang dulunya pintu geser, sekarang diganti dengan pintu dorong, dengan besi pengaman sehingga pintu dapat tertutup secara otomatis dan bisa menghindarkan suara pintu yang berdecit saat dibuka.

Langsung dari ruang administrasi, ada pintu dorong sebelah timur yang juga berhadapan dengan pintu masuk tadi. Dari sana tidak ada ruang yang langsung terhubung, melainkan terhubung dengan lorong sepanjang 50 meter untuk menghubungkannya dengan ruang bagian lain. Di sebelah kiri ruang administrasi adalah ruang guru, yang di dalamnya juga termasuk ruang Academic Operation Officer beserta stafnya. Ruang lain yang dihubungkan dengan koridor ada sekitar lima ruang, itu merupakan ruang staf-staf, seperti humas dan lainnya. Di setiap ruangan udaranya terasa sejuk karena semua ruang dilengkapi dengan air conditioner.

Di sepanjang koridor merupakan ruangan terbuka yang dihiasi dengan taman-taman dan pohon serta tanaman-tanaman hias, sehingga pemandangan alam yang asri dan hijau pun terasa di sana. Di sebelah timur ruang guru terletak mushola, yang tempatnya disekat untuk laki-laki dan perempuan, begitu pun untuk tempat wudlu dan kamar mandinya, dirancang terpisah di setiap ujung.

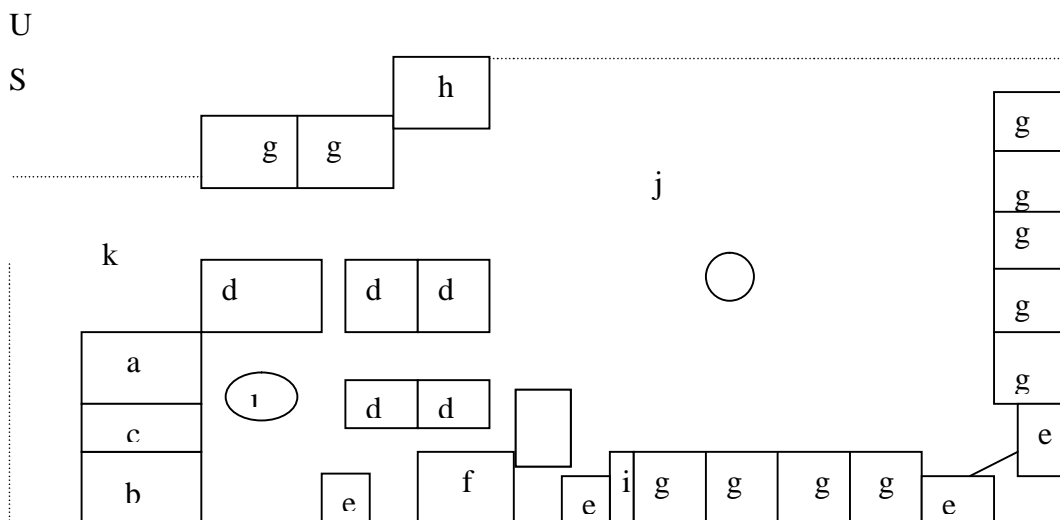
Memasuki halaman belakang, barulah terlihat bangunan yang cukup luas dan besar, yaitu ruang kelas dengan tiga lantai, dimana masing – masing lantai terdiri dari 9 kelas. Kelas- kelas itu membujur dari barat ke timur kemudian berbelok membentuk huruf L ke arah utara. Ruangan-ruangan di lantai satu

dipergunakan sebagai laboratorium komputer oleh Yayasan Pratama Mulia, sementara ruang-ruang di atasnya adalah ruang milik LBPP LIA.

Pekarangannya cukup luas, di tengah – tengah pekarangan itu ada pohon besar yang rindang dan membuat teduh suasana sekitarnya. Pohon itu pun diberi tembok pinggirnya sehingga bisa digunakan siswa ketika mereka menunggu dimulainya kelas sambil duduk-duduk dan ngobrol-ngobrol di bawah pohon.

Di sebelah utara memasuki area parkir karyawan dan siswa terletak pos satpam. Itu merupakan gerbang kedua dari bangunan tersebut yang merupakan area yang tidak terlalu umum, karena yang masuk adalah siswa dan karyawan saja. Saat kendaraan masuk ke area parkir pun, petugas security mencatat nomor kendaraan tersebut demi menjaga keamanan. Di sebelah utara ruang administrasi atau pas memasuki gerbang kedua, terletak dua buah kelas yang diperuntukkan bagi kelas anak-anak. Depan kelas tersebut digunakan sebagai parkir motor karyawan. Di sebelah kelas anak tersebut terletak kantin yang siap melayani setiap orang yang ingin mendapatkan makanan.

Berikut adalah denah LBPP LIA Surakarta:



Keterangan:

- a. R Administrasi
- c. R. AOO
- e. Kamar mandi
- g. Ruang kelas

- b. R. Guru
- d. Ruang staf-staf lainnya
- f. Mushola
- h. Kantin

i. Tangga
k. Halaman depan

J. Halaman parkir
l. Taman

Pengamatan

16.03 WIB (1) Pengamat datang ke LBPP LIA menemui guru WD untuk melihat proses KBM di kelasnya. Karena telah membuat janji sebelumnya, pengamat langsung bisa bertemu dengan guru WD.

KP: Guru WD sangat disiplin, karena pengamat tidak perlu menunggu untuk bertemu dengan guru WD, karena sudah membuat janji sebelumnya.

16. 13 WIB (2) Setelah berbincang sebentar dengan guru WD, dan kelas akan segera dimulai, guru WD mempersilakan untuk mengikutinya ke kelas. Bel berbunyi tepat pada jam 16.15, sambil membawa modul dan alat mengajar, guru WD berjalan menuju kelas, pengamat mengikuti dari belakang. Ternyata guru WD mengajar di kelas di lantai 3. Di sepanjang perjalanan menuju kelas, terlihat siswa-siswa yang berlari menuju kelas mereka masing-masing.

KP: Guru WD sangat on time masuk ke kelas. Siswa-siswanya pun sangat antusias masuk kelas, dan tidak ingin terlambat masuk kelas.

16.16 WIB (3) Guru WD telah masuk kelas. Untuk menghindari terganggunya kegiatan belajar di kelas, pengamat hanya diperbolehkan mengamati dari luar kelas saja. Walaupun tidak terlalu keras, suara dari dalam kelas terdengar juga oleh pengamat. Di dalam kelas, siswa-siswa yang siap dengan modul dan peralatan belajar mereka.

KP: Siswa-siswa sangat antusias dalam menyambut pelajaran. Terlihat dari telah siapnya mereka dengan alat tulis dan modul saat guru baru datang.

16.17 WIB (4) Di dalam kelas terdapat sekitar 10 kursi yang ditata hanya 1 baris memanjang, melengkung, dan baru diisi oleh 6 siswa. Beberapa siswa mungkin masih di luar atau dalam perjalanan, karena bel memang belum lama berbunyi. Cuaca di luar sangat mendung, dan mulai hujan.

KP: Penataan kursi di kelas sangat baik, karena berarti semua siswa diatur untuk duduk di depan, sehingga menghindari konsentrasi terpecah, jika ada siswa yang duduk di belakang. Masih ada 4 siswa yang belum datang, akankah mereka datang di cuaca yang mendung dan mulai hujan?

16.19 WIB (5) Guru WD pun memulai pelajaran, setelah sebelumnya menyapa siswa-siswanya. Sambil membuka modul, guru WD menghidupkan DVD yang tersedia di kelas. Setelah dicoba beberapa lama, ternyata DVD tidak bisa menyala. Guru WD kemudian keluar kelas dan menuju kelas sebelah, yaitu kelas 205, untuk meminjam DVD. Setelah itu, guru WD kembali ke kelas dan menyalakan DVD.

KP: Media pembelajaran hendaknya dipersiapkan terlebih dahulu, sehingga apabila terjadi eror, akan dapat diketahui dan tidak menghabiskan waktu belajar mengajar.

16.25 WIB (6) Selanjutnya, guru WD mengajak siswa berbicara dengan pertanyaan-pertanyaan yang berkaitan dengan tema “Wagon” yang akan disampaikan. Siswa pun aktif menjawab pertanyaan dan memberikan pendapat mereka. Diskusi terhenti sebentar, ketika ada 3 siswa masuk kelas, setelah dipersilakan, mereka duduk di kursi yang kosong. Diskusi dilanjutkan kembali.

KP: Terlihat bahwa guru WD menerapkan metode student centered, yang membuat siswa lebih banyak aktif. Dari 10 bangku yang tersedia, 9 bangku telah terisi, dapat dikatakan bahwa siswa LIA rajin masuk kursus, walaupun hari hujan.

CATATAN LAPANGAN HASIL PENGAMATAN

Catatan Lapangan Nomor : 03
Waktu Pengamatan : Rabu, 25 Maret 2009
Pukul 16.30 -16.45 WIB
Tempat Pengamatan : Teras dan lobi Lembaga Bahasa dan Pendidikan
Profesional (LBPP) LIA Surakarta
Objek Pengamatan : Situasi lingkungan LBPP LIA dan kegiatan siswa
yang mengikuti kursus Bahasa Inggris di LBPP
LIA Surakarta
Pengamat : Dhinar Sri Rustiana
Catatan Lapangan Dibuat : 25 Maret 2009
Pukul 18.30 WIB

Situasi Latar

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tempat-tempat umum lainnya, seperti Makro, SMA N 7 Surakarta, dan Hotel Indah Palace. Hal tersebut akan memudahkan siapa saja yang belum pernah berkunjung ke lembaga bahasa ini sebelumnya untuk sampai di LBPP LIA dengan petunjuk-petunjuk tersebut. Selain itu, menjangkau tempat dimana kursus bahasa ini terletak bisa dikatakan cukup mudah. Hal tersebut dikarenakan daerah ini adalah daerah yang dilewati transportasi umum dari segala jurusan. Selain itu, area parkirnya pun luas sehingga bisa digunakan untuk parkir banyak kendaraan.

Gedung LIA merupakan gabungan 2 yayasan, yaitu yayasan Pratama Mulia yang bergerak di bidang keahlian komputer, dan yayasan LBPP LIA yang bergerak di bidang bahasa. Gedung tersebut dari luar tidak terlihat besar, apalagi bagian depan yang merupakan ruangan administrasi dan pelayanan hanya terdiri dari satu lantai sehingga terkesan tidak begitu luas. Saat memasuki gerbang utama, halaman yang cukup luas terbentang, tempat itu disediakan untuk parkir tamu, sementara untuk para karyawan dan siswa yang membawa kendaraan, parkir bisa dilakukan di halaman belakang yang memang khusus diperuntukkan bagi mereka.

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Masuk ke ruangan bagian depan, ruangan itu adalah ruang pelayanan dan administrasi. Ada tiga loket di ruang tersebut, yang masing-masing memiliki petugas tersendiri untuk tiap loketnya. Di ruang itu pun terdapat 4 komputer yang digunakan untuk menginput data siswa dan administrasi lainnya. Jadi, bisa dikatakan bahwa ruang ini adalah sumber informasi keadministrasian LBPP LIA Surakarta. Di depan loket tersebut berjejer kursi untuk menunggu sebanyak tiga baris dengan kurang lebih sepuluh kursi untuk tiap barisnya. Ruangan itu pun terasa nyaman karena terdapat air conditioner yang membuat suasana selalu sejuk.

Pintu masuk dan keluar ruangan yang dulunya pintu geser, sekarang diganti dengan pintu dorong, dengan besi pengaman sehingga pintu dapat tertutup secara otomatis dan bisa menghindarkan suara pintu yang berdecit saat dibuka.

Langsung dari ruang administrasi, ada pintu dorong sebelah timur yang juga berhadapan dengan pintu masuk tadi. Dari sana tidak ada ruang yang langsung terhubung, melainkan terhubung dengan lorong sepanjang 50 meter untuk menghubungkannya dengan ruang bagian lain. Di sebelah kiri ruang administrasi adalah ruang guru, yang di dalamnya juga termasuk ruang Academic Operation Officer beserta stafnya. Ruang lain yang dihubungkan dengan koridor ada sekitar lima ruang, itu merupakan ruang staf-staf, seperti humas dan lainnya. Di setiap ruangan udaranya terasa sejuk karena semua ruang dilengkapi dengan air conditioner.

Di sepanjang koridor merupakan ruangan terbuka yang dihiasi dengan taman-taman dan pohon serta tanaman-tanaman hias, sehingga pemandangan alam yang asri dan hijau pun terasa di sana. Di sebelah timur ruang guru terletak mushola, yang tempatnya disekat untuk laki-laki dan perempuan, begitu pun untuk tempat wudlu dan kamar mandinya, dirancang terpisah di setiap ujung.

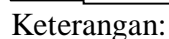
Memasuki halaman belakang, barulah terlihat bangunan yang cukup luas dan besar, yaitu ruang kelas dengan tiga lantai, dimana masing – masing lantai terdiri dari 9 kelas. Kelas- kelas itu membujur dari barat ke timur kemudian berbelok membentuk huruf L ke arah utara. Ruangan-ruangan di lantai satu dipergunakan sebagai laboratorium komputer oleh Yayasan Pratama Mulia, sementara ruang-ruang di atasnya adalah ruang milik LBPP LIA.

Pekarangannya cukup luas, di tengah – tengah pekarangan itu ada pohon besar yang rindang dan membuat teduh suasana sekitarnya. Pohon itu pun diberi tembok pinggirnya sehingga bisa digunakan siswa ketika mereka menunggu dimulainya kelas sambil duduk-duduk dan ngobrol-ngobrol di bawah pohon.

Di sebelah utara memasuki area parkir karyawan dan siswa terletak pos satpam. Itu merupakan gerbang kedua dari bangunan tersebut yang merupakan area yang tidak terlalu umum, karena yang masuk adalah siswa dan karyawan saja. Saat kendaraan masuk ke area parkir pun, petugas security mencatat nomor

Berikut adalah denah LBPP LIA Surakarta:

S



- a. R Administrasi
c. R. AOO
e. Kamar mandi
g. Ruang kelas
i. Tangga
k. Halaman depan
b. R. Guru
d. Ruang staf-staf lainnya
f. Mushola
h. Kantin
J. Halaman parkir
l. Taman

Pengamatan

16. 30 WIB (1) Saat pengamat tiba di LBPP LIA, dan memarkir kendaraan di parkir tamu, ada banyak kendaraan, yang terdiri dari mobil dan motor memenuhi parkir tamu di halaman depan LBPP LIA. Bahkan, ada yang memarkir mobilnya di pinggir jalan di depan halaman LIA, karena tempat parkirnya tidak cukup.

KP: Tidak biasanya pada jam di luar jam jemput siswa, halaman parkir LBPP LIA penuh kendaraan, bahkan tidak cukup menampung kendaraan yang parkir. Ada apakah gerangan?

16.35 WIB (2) Pengamat langsung menuju lobi. Dari lobi, pengamat melihat ke dalam ruang administrasi. Suasana lobi dan ruang administrasi lain dari biasanya, banyak siswa-siswa, bahkan orang tua siswa memenuhi lobi dan ruang administrasi.

KP: Dari keramaian tersebut, terlihat sekali bahwa siswa-siswa sangat antusias dengan kegiatan yang dilaksanakan di ruang administrasi. Orang tua siswa pun juga tidak kalah antusias dengan anak-anak mereka. Pengamat jadi semakin penasaran apa yang terjadi di sana?

16. 39 WIB (3) Pengamat mencoba sedikit bertanya kepada salah satu siswa yang duduk di lobi. Ternyata keramaian dan antrian itu terjadi karena siswa-siswa LIA ingin mengambil hasil tes mereka, karena term periode ini sudah selesai.

KP: Terlihat sekali, siswa-siswa ingin segera mengetahui hasil akhir term mereka, karena mereka rela antri untuk itu.

16. 43 WIB (4) Pengamat mencoba masuk sebentar ke ruang administrasi. Di depan loket-loket, siswa-siswa dan orang tua siswa berdiri berderet ke belakang untuk antri, mereka menunggu gilirannya masing-masing. Di samping pintu masuk ruang administrasi, ada petugas yang menyediakan air minum untuk mereka yang antri.

KP: siswa-siswa LBPP LIA terlihat tertib saat antri mengambil hasil tes mereka. Tidak ada siswa yang nyelonong, mendahului antrian. Mereka tertib sesuai dengan antrian. LBPP LIA ternyata memberikan pelayanan yang baik kepada siswa-siswa mereka, dengan menyediakan air minum untuk mereka.

**CATATAN LAPANGAN HASIL WAWANCARA DENGAN MANAGER
SUMBER DAYA MANUSIA (SDM) LBPP LIA**

Catatan Lapangan Nomor : 04
Waktu Wawancara : Kamis, 23 April 2009
Pukul 13.10-13.30 WIB
Tempat Wawancara : Kantor Sekretaris dan SDM di LBPP LIA
Surakarta
Topik Wawancara : Peran HRM dalam Manajemen Guru di LBPP
LIA Surakarta
Pewawancara : Dhinar Sri Rustiana
Yang diwawancarai : Sekretaris dan Kepala Bidang SDM LBPP LIA
Surakarta (Urip Danang Nugroho, S. Sos)

Transkrip Wawancara

Pengamat tiba di LBPP LIA pada pukul 13.00, langsung menuju front office dan menyampaikan ingin bertemu Manager UD karena sudah ada janji sebelumnya. Kemudian front officer menelepon Manager UD untuk konfirmasi. Pengamat disuruh menunggu sebentar. Sekitar 5 menit kemudian, front officer langsung mempersilahkan pengamat menuju ke ruang Manager UD. Setelah mengetuk pintu dan dipersilakan duduk, pengamat menyampaikan maksud dan tujuan dari wawancara. Wawancara pun dimulai.

DS : Langsung saja ya Pak...
UD (01) : Ya, silakan
DS : Apakah peran HRD/SDM di LIA ini?
UD (02) : Peran HRD di LIA, melayani karyawan, membina, mengarahkan, memperhatikan kesejahteraan karyawan juga, kemampuannya juga, masih relevan atau tidak agar lebih baik..
DS : Berapa jumlah staf/karyawan di LIA?
UD (03) : Staf karyawannya sendiri ada 11 orang, sedangkan guru ada 23 orang, jadi semuanya ada 34 orang..

- DS : Termasuk....? (wawancara terhenti karena ada telepon. Manager UD kemudian menerima telepon, setelah beberapa menit, wawancara dilanjutkan kembali)
- DS : Kalo yang staf 11 orang tersebut, mencakup apa saja Pak?
- UD (04) : Kepala aviasi/kepala cabang, 1 orang kepala keuangan, 1 orang sekretaris/SDM, 3 orang administrasi, terus 2 orang satpam, 2 orang saniter, saniter itu housekeeping, 1 orang operasional.
- DS : Kalau staf pengajarnya?
- UD (05) : Kalau staf pengajar itu ada 23 orang, 9 orang pegawai tetap, sisanya tidak tetap. Kalo di sini istilahnya full-timer dan part-timer ya,,
- DS : Kalo yang front officer itu termasuk apa?
- UD (06) : Bagian administrasi.
- DS : Yang operasional itu Pak?
- UD (07) : Operasional itu di bawahnya ada housekeeping dan satpam..
- DS : Seberapa besar andil HRD ke staf-staf di LIA?
- UD (08) : Ya kalo andilnya itu, kita itu kerjanya yaitu di pengawasan, perencanaan dan pengembangan karyawan.
- DS : Fasilitas-fasilitas yang diberikan/disediakan untuk karyawan?
- UD (09) : Yang jelas, fasilitas untuk guru ada perpustakaan, TV kabel, bacaan-bacaan luar... kemudian..dana kesehatan, dana pensiun, gitu, ya aspek-aspek peraturan tenaga kerjanya...gitu.
- DS : Kalau misalnya fasilitas fisik, seperti makan, minum, gitu Pak?
- UD (10) : Minuman ada, kalo makan, ada, biasanya makan malam.
- DS : Apa saja sih, kualifikasi guru di LIA ini?
- UD (11) : Kualifikasi guru, ya..lebih berat dari karyawan lain ya, mereka harus punya skor TOEFL min 500, lulusan D3 khusus program bahasa Inggris, lulusan S1 bisa semua jurusan. Kemudian lulus seleksi, ujian, seleksi ketat, training TEFL, itu selama 2 bulan, dari pagi sampai sore, tiap hari dan di training itu, kalo mereka nggak memenuhi, nggak lulus, ya terpaksa drop. Jadi LIA nggak

sembarangan memilih staf pengajar ya.. Walaupun mereka pintar, lulusan luar negeri, punya spesifikasi bagus, sudah memiliki banyak pengalaman, tapi kalo mereka tidak lolos seleksi yang ditentukan di LIA, spesifikasi LIA, ya mereka tidak bisa masuk, gitu.. dan itu setiap tahun sekali mereka harus direfresh lagi untuk TOEFLnya. Ya untuk pembaharuan dan harus meningkat.

DS : Kalo misalnya statis, bagaimana Pak?

UD (12) : Kalo statis, kita liat statisnya untuk berapa periode? untuk satu periode ga papa...tapi kalo selanjutnya tetap, ya, dilihat, kenapa bisa begini. Guru punya waktu untuk test TOEFL lagi, misalkan tetap terus, atau agak menurun, mungkin konsekuensinya gajinya tidak naik, mengajarnya dikurangi, untuk level-level rendah saja misalnya, dan kalo menurun terus, diberikan training lagi, dan kalo tidak bisa lolos, terpaksa tidak bisa dilanjutkan lagi..

DS : Jadi tidak bisa mengajar di sini lagi gitu Pak?

UD (13) : Ya, terpaksaanya begitu.

DS : Di sini, untuk guru, ada promosi jabatan tidak Pak?

UD (14) : O, ada.. jadi kan ada guru yang part time, itu bisa mengajukan diri/lamaran sebagai guru full time..dari full time, bias jadi supervisor, begitu.

DS : Susah ga Pak, seleksinya..

UD (15) : Ya cukup susah,.. kan ya dulunya saja waktu recruitment masuk jadi guru aja proses dan seleksinya lama dan susah, ya kalau mau naik, ya lebih susah lagi...

DS : Apa sih usaha SDM untuk mengoptimalkan kinerja staf pengajarnya?

UD (16) : Upgrade, ya.. Upgrade pengetahuan karyawan, bisa untuk memperbarui cara mengajar, cara yang terbaru, itu.

DS : Tanggung jawab guru selain mengajar apa Pak?

- UD (17) : Guru harus membina kegiatan siswa, Sunday meeting. Misalnya memantau gitu. Tapi akhir-akhir ini sudah jarang ya..karena sesuatu..
- DS : Kalau boleh tahu, karena apa Pak?
- UD (18) : Ya, dulu itu kan ada kegiatan seperti itu.. Kegiatan di luar gitu untuk siswa, tapi entah mengapa, 2 orang yang mengurus ini, berturut-turut meninggal dunia,..ga tau juga kenapa ya..tapi ya karena itu, jadi pasif.. tidak ada kegiatan lagi..
- DS : O, begitu.. tanggung jawab guru yang lain, Pak?
- UD (19) : Iya, kadang ada ortu siswa yang menanyakan perkembangan siswa, ya guru yang bersangkutan harus mau menjelaskan, kan itu juga ada recordnya kan, sejak pertama masuk ke LIA, sampai sekarang sejauh mana perkenbangannya gitu.
- DS : Jadi guru harus hafal dengan muridnya?
- UD (20) : Ya.... Emm tapi ga hafal-hafal banget sih, kan ya dilihat, ada recordnya gitu, ada laporannya..
- DS : Treatment apa yang diberikan LIA ke guru agar guru lebih betah bekerja?
- UD (21) : Ada training motivasi, pembaharuan-pembaharuan, upgrading, juga dari LIA pusat setahun sekali, gabung dengan LIA jogja, jadi satu. Kemudian, mereka buat riset, terus dipresentasikan di depan semua guru-guru LIA di seluruh Indonesia, jadi guru-guru di LIA solo bisa tukar pengalaman dengan guru-guru LIA dari kota lain, gitu...
- DS : Tentang kesejahteraan karyawan...?
- UD (22) : Sama dengan perusahaan atau instansi lain sih, ada asuransi kesehatan, asuransi kecelakaan kerja, jaminan hari tua, itu.
- DS : Itu untuk semua guru, atau...?
- UD (23) : Kalo asuransi dan dana pensiun itu baru untuk guru tetap.
- DS : Guru tidak tetap?
- UD (24) : Belum, guru tidak tetap belum.

DS : Usia pensiun untuk guru itu berapa Pak?

UD (25) : Kalo guru tetap itu 55, kalo yang part-time itu sampe 65 tahun

DS : Kalo training/pelatihan itu diadakan tiap apa Pak?

UD (26) : Pelatihan setahun sekali, atau tiap ada pembaharuan-pembaharuan..

DS : Maksudnya?

UD (27) : Jadi materi-materi itu terus di update, ada pembaruan-pembaruan buku...disesuaikan dengan masa sekarang, begitu.

DS : Semua guru harus ikut pelatihan itu?

UD (28) : Ya, guru yang tidak ikut pelatihan itu tidak bisa mengajar pada level yang di update itu.

DS : Itu sanksinya ya pak?

UD (29) : Iya

DS : Kalau peraturan, atau tata tertib untuk guru?

UD (30) : Untuk guru, mereka harus datang paling lambat 15 menit sebelum kelas dimulai, membuat lesson plan, yang diawasi oleh supervisor..kemudian dilaporkan ke kepala akademik. Lalu kepala akademik itu masuk ke kelas, melihat guru mengajar, duduk diantara siswa-siswa, terus menilai cara mengajar guru ini bagaimana, meningkat atau menurun, nah itu laporannya dibawa ke LIA pusat, untuk ditindaklanjuti, pembinaan yang tepat untuk guru itu seperti apa, gitu.

DS : Tiap apa Pak, evaluasi masuk kelas itu..?

UD (31) : Itu tiap term..pasti ada..

DS : Kewajiban lain, untuk guru apa lagi Pak?

UD (32) : Kewajiban untuk pemasaran, tiap karyawan harus bisa. Jadi, semua karyawan LIA itu harus tahu, program-program LIA, dan sebagainya itu, bukan untuk pemasaran, atau promosi, tapi misalnya ada yang tanya ke mereka, mereka jadi bisa menjelaskan, walupun house keeping sekalipun, mereka juga tahu, gitu..

Emm..kemudian meningkatkan kemampuan mengajar..saat tidak mengajar, kan ada waktu guru stand by gitu ya..

DS : Melalui apa Pak, meningkatkan kemampuan mengajar itu?

UD (33) : Lewat berbagai macam cara, berbagai media, ada perpustakaan, buku-buku, majalah..koran luar negeri..internet, TV cable, itu untuk persiapan realia, perlengkapan mengajar. Kan bisa dicari dari sumber2 itu..

DS : Jadi guru harus pro aktif terus ya Pak..

UD (34) : Iya

DS : Kalo keuntungan lain yang didapat oleh guru LIA?

UD (35) : Yang lain, Kalo keuntungan sudah menjadi guru di LIA itu, kan sudah memenuhi kualifikasi LIA, jadi sewaktu-waktu mau pindah rumah dan pindah kerja..dan kota yang akan dipindah itu ada cabang LIA juga, guru itu bisa pindah ngajar di LIA cabang kota itu..jadi itu keuntungan tersendiri.

DS : Seperti apa sih bentuk motivasi yang diberikan SDM ke guru-guru LIA?

UD (36) : Motivasi, Kayak ada training tadi, upgrade, TOEFL, training motivasi itu sendiri, leadership, penggunaan media ajar, juga sekarang itu training ESQ, yang lagi ngetrend juga..

DS : Saya rasa cukup itu dulu Pak, kalau ada kekurangan data, saya boleh tanya-tanya lagi kan Pak?

UD (37) : Tentu-tentu, silakan..nanti kita buat janji lagi..

Komentar Pengamat: (1) Karyawan LBPP LIA Surakarta terdiri dari 34 orang, sebagian besar karyawannya adalah staf pengajar, (2) HRD/SDM di LIA berperan dalam membina, mengarahkan, melayani dan mengembangkan karyawannya, (3) LIA sangat selektif dalam menyeleksi staf pengajar yang akan masuk, (4) Asuransi-asuransi dan dana pensiun baru diberikan kepada pegawai tetap, sedangkan yang tidak tetap belum.

CATATAN LAPANGAN HASIL WAWANCARA DENGAN AOO/GURU

(1)

Catatan Lapangan Nomor : 05
Waktu Wawancara : Selasa, 28 April 2009
Pukul 15.10-15.20 WIB
Tempat Wawancara : Serambi Ruang Guru di LBPP LIA Surakarta
Topik Wawancara : Peran dan Kegiatan Guru LBPP LIA dan Peran HRM di LBPP LIA Surakarta
Pewawancara : Dhinar Sri Rustiana
Yang diwawancarai : Academic Operation Officer (AOO) sekaligus Staf Pengajar LBPP LIA Surakarta (Drs. Wasi Dewanto)

Transkrip Wawancara

Pengamat tiba di LBPP LIA pada pukul 15.00, langsung menuju front office dan menyampaikan ingin bertemu dengan AOO WD karena sudah ada janji sebelumnya. Front officer langsung mempersilahkan pengamat untuk mencari di ruang guru, setelah mengetuk pintu dan bertemu dengan AOO WD, wawancara dimulai di sofa tamu di luar ruang guru. Setelah sedikit berbasa-basi dan menjelaskan maksud dari wawancara, wawancara pun dimulai.

DS : Langsung saja ya Pak,.. Sudah berapa lama Bapak mengajar di lembaga ini?

WD (01) : Emm.. kurang lebih 15 tahun, lah.

DS : Sudah lama ya Pak.. berarti Bapak sekarang statusnya sebagai pegawai tetap...?

WD (02) : Ya..tetap.

DS : Kalau boleh tahu, latar belakang pendidikan Bapak?

WD (03) : Saya dulu S1 IKIP Jogja...

DS : Bapak saat ini mengajar pada level apa?

WD (04) : Hampir semua level...

DS : Apa alasan Bapak bekerja di LIA

WD (05) : Untuk mencari kerjaan

DS : Itu saja?

WD (06) : Iya

DS : Apakah Bapak senang mengajar di LIA?

WD (07) : Ya senang

DS : Senang ya, kalau boleh tahu alasannya apa?

WD (08) : Karena pendidikan saya di IKIP Jogja, saya menjadi guru, saya senang mengajar, senang ketemu anak-anak, siswa,,jadi ya itu antara lain alasannya.

DS : Selain di luar jam kerja di sini apa bapak bekerja di tempat lain?

WD (09) : Ya, saya bekerja di tempat lain juga.

DS : Apa yang bapak sukai dalam mengajar di LIA?

WD (10) : Kurikulumnya, buku-bukunya, semuanya sudah disiapkan, jadi ya istilahnya tinggal ngajar saja.

DS : Materinya selalu update terus ya Pak?

WD (11) : Ya, update terus, jadi selalu kurikulum itu ada perubahan-perubahan, ada perubahan inti ada perubahan yng lebih kecil dari tiap buku.

DS : Tentang media ajar, media yang pasti ada di setiap kelas apa saja?

WD (12) : Ada tape recorder, TV, DVD juga ada.

DS : Apa semuanya dipakai?

WD (13) : Ya..ya, pastinya.

DS : Media pembelajaran lain yang Bapak buat sendiri ada tidak?

WD (14) : Yaa.. biasanya gambar-gambar, chart..ya itu..

DS : Apa sih tanggung jawab yang harus dilaksanakan guru di LIA?

WD (15) : Mempersiapkan bahan pengajaran, membuat lesson plan, mengajar, memberikan test, menyampaikan feedback ke siswa, eeh sudah itu.

DS : Apa sih yang dilakukan guru pada saat tidak mengajar?

- WD (16) : Untuk waktu standby gitu ya, ada, biasanya untuk self-development, Saya sendiri misalnya membaca buku, membuat soal, membuka internet.
- DS : Hal apa yang Bapak lakukan agar siswa menguasai materi di kelas?
- WD (17) : Intinya, jangan membahas suatu hal terlalu lama,..itu yang saya ingat,...jadi misalkan membicarakan suatu hal ya, buat 15 menit saja, lalu ada selingan,..breaknya itu bisa berupa games yang berhubungan dengan yang baru kita bahas, misalnya.
- DS : Metode mengajar apa yang diterapkan guru?
- WD (18) : Tidak ada yang spesifik, ya pokoknya, kalo di sini, istilahnya FIESTA, for fun....metodenya, siswa senang, kemudian sistematis, objective, jadi yang menyenangkan, tapi ada tujuannya dan sistematis, untuk nama metodenya, saya ga bisa memberikan, karena mungkin memang ga ada namanya, tapi setidaknya itu yang kami sampaikan ke siswa.
- DS : Kalo dirasakan, lebih ke metode....??
- WD (19) : Learner center, jadi kita menekankan 'student-student interaction', itu yang kami dorong.
- DS : Ada tidak pemberian prize untuk siswa di kelas?
- WD (20) : Ya misalkan untuk permainan di kelas, nilai terbaik, kadang-kadang ada guru yang memberi hadiah-hadiah dan itu diperbolehkan...dan dari lembaga, setiap term, triwulan itu diambil siswa yang terbaik di levelnya dan diberikan gratis biaya bimbingan untuk term berikutnya.
- DS : Kalau ada siswa yang terlambat, atau tidak masuk, ada punishment ga?
- WD (21) : Ada, jadi kalau ada siswa yang datang terlambat lebih dari 20 menit itu sudah dianggap absen, kemudian, ee.. keluar dari kelas lebih dari 30 menit sebelum selesai itu dianggap nggak masuk

juga, maksimum absen itu 5 pertemuan tiap level, kan itu 35 persen dari total pertemuan.

DS : Kalau ada siswa yang tidak masuk lebih dari 5 kali, apa yang dilakukan?

WD (22) : Kalau diatas 5, itu sebenarnya tidak diperbolehkan mengikuti test kenaikan, tapi kita juga lihat alasannya apa, apa sakit, atau ada keperluan, ada ijinnya, itu msh kita toleransi, kadang kita beri tugas, dsb.

DS : Apa kesejahteraan karyawan diperhatikan?

WD (23) : Eeeeh, ya tidak bisa mengatakan tidak diperhatikan ya, tetapi juga tidak bisa mengatakan sangat bagus, tapi istilahnya sebagai guru, ya kita ga bisa mendapatkan uang yang banyak lah.

DS : Fasilitas apa saja yang Bapak dapatkan sebagai guru, yang mendukung kelancaran KBM?

WD (24) : Apa ya... ya internet, di sini juga ada TV cable, ada perpustakaan juga, majalah, koran,, ya itu.

DS : Kalau fasilitas fisik, minuman, atau makan siang mungkin..?

WD (25) : Ya, disediakan air minum, bukan makan siang, tapi makan malam..

DS : Jaminan/asuransi kerja ada tidak?

WD (26) : Kalo job security ada, jadi kami masih yakin ya, dua...tiga tahun lagi masih bekerja di sini. Masih kami dapatkanlah, karena ini swasta ya, kami kan tidak tahu, nanti siswanya tetap tinggi atau tidak.

DS : Kalau tunjangan kesehatan?

WD (27) : Ada tunjangan kesehatan tapi hanya untuk pegawai tetap, ada dana pensiun juga, tapi juga hanya untuk pegawai tetap.

DS : Maaf ya Pak, menurut Anda apakah gaji yang Anda terima sudah sesuai dengan tuntutan kerja di lembaga ini?

- WD (28) : Kalau untuk saya pribadi masih merasa agak kurang ya, mungkin tuntutan saya terlalu banyak, ya, tapi itu manusiawi .. tapi ya dibandingkan lembaga lain, lumayan layaklah, lah..hehe.
- DS : Kalau untuk training guru di lembaga ini?
- WD (29) : Ada. Ya untuk pertama kali pasti mendapatkan TEFL training, itu selama 8 minggu, kemudian ada in-service training, bagi guru-guru yang sudah bekerja di sini, itu setidaknya setahun sekali ada, trainernya itu dari Jakarta, juga untuk supervisor/kepala bidang akademik itu dikirim ke Jakarta itu untuk refresh program dsb.
- DS : Selain itu, training yang Bapak ikuti?
- WD (30) : Emm.. ada training leadership, seminar juga,,ESQ juga pernah.
- DS : Selain mengajar dan waktu standby ada tidak kegiatan yang dilakukan guru?
- WD (31) : Untuk guru tidak ada lagi, karena waktunya sudah habis...

Komentar pengamat: (1) Kurikulum dan materi di LBPP LIA telah disiapkan, sehingga guru tinggal mengajar dan mengembangkan materi tersebut, (2) Guru LBPP LIA kreatif, karena juga membuat media ajar sendiri, (3) Media pembelajaran yang terdapat di setiap kelas cukup memadai, (4) Pengajar di LBPP LIA, khususnya 'karyawan tetap' mendapatkan asuransi kerja, asuransi kesehatan dan dana pensiun.

CATATAN LAPANGAN HASIL WAWANCARA DENGAN GURU (2)

Catatan Lapangan Nomor : 06
Waktu Wawancara : Selasa, 5 Mei 2009
Pukul 18.20-18.45 WIB
Tempat Wawancara : Serambi Ruang Guru di LBPP LIA Surakarta
Topik Wawancara : Peran dan Kegiatan Guru LBPP LIA dan Peran
HRM di LBPP LIA Surakarta
Pewawancara : Dhinar Sri Rustiana
Yang diwawancarai : Staf Pengajar/Part timer LBPP LIA Surakarta
(Umi Lestari, SS.)

Transkrip Wawancara

Pengamat tiba di LBPP LIA pada pukul 18.13, langsung menuju front office dan menyampaikan ingin bertemu dengan Guru UL karena sudah ada janji sebelumnya. Front officer langsung mempersilahkan pengamat untuk mencari di ruang guru, setelah mengetuk pintu, AOO WD menemui pengamat, karena janji dengan Guru UL harus melalui persetujuan AOO. Karena sudah tahu maksud kedatangan pengamat, AOO WD langsung memanggil Guru UL. Pengamat sempat melihat ke dalam ruang guru, karena saat itu waktu istirahat dan pergantian jam, banyak guru-guru berada di tempat duduk mereka masing-masing, banyak yang sedang menikmati makan malam, ada juga yang sedang di mushola yang tidak jauh dari ruang guru untuk menjalankan sholat. Tak lama kemudian Guru UL keluar. Dengan sedikit perkenalan dan memberitahukan maksud dan tujuan, wawancara pun segera dimulai.

DS : Bisa dimulai, ya Bu?

UL (01) : Boleh

DS : Latar belakang pendidikan Ibu?

UL (02) : Saya D3 bahasa Inggris, tapi saya melanjutkan lagi S1 di Brawijaya

DS : Sudah berapa lama Ibu bekerja di lembaga ini?

UL (03) : Saya di sini tahun 2005, juli nanti saya sudah 5 tahun di sini.

DS : Anda mengajar pada level apa saja?

- UL (04) : Mulai dari level anak-anak disebut EC, English for Children, SMP Adult, terus Conversation, TOEFL juga.
- DS : Apa yang membuat Ibu tertarik bekerja di lembaga ini?
- UL (05) : Kalo saya sih, kalo di sini tu, kita diberi kesempatan untuk berkembang, misalnya, ada fasilitasnya, internet, koran, Jakarta Post itu, majalah, jadi kita bisa belajar banyak, walaupun itu bukan untuk mengajar, tapi at least ada untungnya lah, ada exposure.
- DS : Kalo selain di sini, apakah Ibu bekerja di tempat lain?
- UL (06) : Kebetulan cuma wirausaha sih, kemarin-kemarin sempat kerja dobel, tapi saya pikir kerja pagi sampe malem, capek kan, jadi cuma usaha kecil-kecilan sendiri di rumah aja.
- DS : Apa yang Ibu sukai dari lembaga ini?
- UL (07) : Ya itu tadi, kita diberi kesempatan untuk belajar, itu.
- DS : Apa yang tidak Ibu sukai dari lembaga ini? Atau yang kurang disukai, mungkin?
- UL (08) : Apa ya...hal-hal kecil aja misalnya, ya kantor kita kurang gede gitu aja, cuma fasilitas yang tidak begitu penting, lah, tapi sepanjang ini, saya rasa oke-oke aja.
- DS : Bagaimana pendapat Anda tentang seleksi masuk staf pengajar di lembaga ini?
- UL (09) : Kalo untuk seleksi, waktu jaman saya dulu, saya pikir interview yang paling susah yang saya jalani.
- DS : Berat ya Bu?
- UL (10) : Ya, paling berat, dan paling panjang, prosesnya panjang banget. Jadi kalo kemarin saya tahu diterima disini, saya mikir, kok saya bisa sih, karena saking panjangnya itu, ada sekitar 2 bulan.
- DS : Saya dengar ada training juga setiap hari Bu?
- UL (11) : O, iya setelah ini, setelah diterima, kalo seleksinya sudah sampe tahap tertentu, kemudian mendapatkan training.
- DS : Apa saja tanggung jawab yang harus dilaksanakan oleh staf pengajar?

- UL (12) : Kalo tanggung jawabnya sih setiap hari seperti biasa, ya ngajar ya,..jadi bagaimana kita menyampaikan materi ke anak-anak, bagaimana biar anak-anak tertarik dan lebih bersemangat belajar, selain itu kan, kita juga harus mengajari anak-anak untuk bersikap sopan.., ya kalo anak-anak SMP/SMA itu kalo ngomong tu semaunya, gitu, jadi ya kita harus mengajari bagaimana behave yang baik/bagus.
- DS : Kalo untuk membuat lesson plan?
- UL (13) : Juga, Tapi di sini membuat lesson plan itu hanya untuk tambahan/pribadi.
- DS : Jadi materinya sudah tersedia?
- UL (14) : Ya, sudah. Materi sudah ada, tinggal pake.
- DS : Aturan-aturan apa saja yang harus ditaati oleh staf pengajar di lembaga ini?
- UL (15) : Ya seperti biasa harus datang on time, nggak boleh terlambat. Tidak boleh keluar kelas sebelum waktunya. Kita tu ngajar 110 menit, kalo bisa, tidak usah keluar kelas. Kalo ga ada yang penting banget, mending ga usah keluar kelas.
- DS : Sanksi apa yang diterima jika Anda melanggar aturan-aturan tersebut, kalo terlambat misalnya?
- UL (16) : Sanksinya, kalo udah parah banget sih, ditegur, pertama, yang kedua mungkin, tapi selama ini ga ada temen-teman yang terlalu parah sih, ya ditegur itu, mungkin selanjutnya baru surat peringatan.
- DS : Apakah aturan-aturan tersebut memotivasi Anda untuk lebih giat mengajar?
- UL (17) : Ya kalo untuk saya pribadi sih, saya jadi lebih disiplin, ya kan di sini tu kita hubungannya dengan teman-teman tu erat sekali ya, jadi ada rasa pekiwuh dengan teman-teman, jadi ya berusaha untuk ga telat gitu, karena ga enak juga sama yang lain.

DS : Bagaimana pendapat Anda tentang anak didik Anda di lembaga ini?

UL (18) : Tentang apanya?

DS : Kerajinan, behavior mungkin?

UL (19) : Ya tergantung, ya, tergantung anaknya sendiri dan tergantung pada kelas/kelompok dimana mereka belajar, kadang kan ada satu kelas gitu yang behave nicely, tapi ada juga kelas yang anak-anaknya wild gitu. Jadi tergantung anak dan kelompoknya.

DS : Metode mengajar yang diterapkan di kelas?

UL (20) : Student-student interaction diusahakan yang lebih banyak. Diusahakan supaya anak itu berinteraksi dengan yang lain, nggak hanya guru terus yang ngomong, ya, jadi ada sih kita nerangin, tapi ga banyak..

DS : Lebih ke learner center?

UL (21) : Ya.. student center.

DS : Apakah Anda mengenal setiap anak didik Anda dengan baik?

UL (22) : Namanya?

DS : Ya, namanya?

UL (23) : Ya harus hafal dong!!

DS : Setiap kelas terdiri dari berapa siswa?

UL (24) : Anak-anak 16, SMP 20-22, SMA sama, Conversation itu 16, yg TOEFL kayaknya 16 juga deh.

DS : Media pembelajaran apa saja yang tersedia di setiap kelas?

UL (25) : Yang ada itu tape recorder, TV, sama player itu ada di beberapa kelas, tapi kalo kita mau pake, kita bisa tukar kelas...

DS : Apakah semua media tersebut Anda gunakan dalam mengajar?

UL (26) : Ya tidak setiap hari, lah, ya kalo ada topiknya... misalnya, temanya ini, ada film, ya kita nonton. Misalnya kita butuhnya listening, ya kita cuma listening aja. Jadi ga dipaksakan ya, misalnya hari ini harus pake, harus nonton, gitu enggak.

DS : Adakah media ajar yang Anda buat/ciptakan sendiri?

- UL (27) : Saya, ya kalo media gambar ada, flash cards, kalo saya sih, nggak terbatas yang dibikin, apa yang ada itu dipake aja, kalo bisa, gitu...
(tertawa)
- DS : Sejauh ini, apa hambatan yang Anda temui saat mengajar di lembaga ini?
- UL (28) : Hmm, kalo ini hubungannya dengan siswa ya, misalnya behavior mereka itu belum tertata ya, ya itu yang agak susah. kita kan ngajar ya, jadi kalo anak itu ga bisa diajak bekerja sama, nah itu saya harus nata itu dulu, baru saya bisa ngajar enak.
- DS : Adakah kegiatan yang diselenggarakan untuk karyawan di luar jam kerja? Meliputi apa saja?
- UL (29) : Ada sih, hari minggu, tapi masih ada hubungannya dengan itu. Ya hubungannya dengan test masuk, tapi ga tiap hari minggu, sebulan sekali.
- DS : Itu kegiatannya apa sih?
- UL (30) : Jagain test untuk anak yang mau masuk sini, kita jaganya satu jam, atau kalo 2 shift itu 2 jam.
- DS : Adakah training yang diadakan di lembaga ini? Meliputi apa saja?
- UL (31) : Yang pertama, waktu kita masuk ya, training wajib ya... itu namanya TEFL, kalo yg lain-lain trainingnya macem-macem ya, misalnya kita ngajar anak-anak, itu ada trainingnya sendiri, ngajar level CV, ada trainingnya sendiri juga..gitu.
- DS : Seberapa sering training tersebut dilaksanakan?
- UL (32) : Ya kalo itu saya kurang tahu ya, ya mungkin setidaknya setahun sekali ada, tiap term break liburan itu ada.
- DS : Apakah training-training tersebut bisa meningkatkan kinerja Anda sebagai pengajar?
- UL (33) : Ya pasti bisa, karena kan misalnya kita belum pernah ngajar anak-anak, terus ada training, jadi kita tahu, oo ternyata begini... jadi kita tambah pengetahuan..kan.

- DS : Fasilitas apa saja yang Ibu dapatkan sebagai staf pengajar di lembaga ini?
- UL (34) : Fasilitas seperti apa?
- DS : Fasilitas untuk guru, misal makan siang, minum, terus yang mendukung pekerjaan guru...?
- UL (35) : Makan ada, kalo disini bukan makan siang, tapi makan malam, air minum ada, Internet ada, bacaan-bacaan foreign, ya semua yang ada hubungannya dengan guru, jadi kita terekspos dengan bahasa Inggris, TV cable juga ada.
- DS : Menurut Anda, apakah fasilitas-fasilitas yang disediakan untuk staf pengajar sudah memadai?
- UL (36) : Emmm.. (tertawa). Ya ada yang tidak memadai sih, tapi tidak tiap hari, misalnya internetnya lambat waktu kita butuh, AC nya mati, ya nggak sering-sering amat sih...
- DS : Secara keseluruhan?
- UL (37) : Ya.. So far so good, lah...
- DS : Adakah promosi jabatan di lembaga ini?
- UL (38) : Ada.
- DS : Kemungkinan guru untuk dipromosikan?
- UL (39) : Dipromosikan iya, atau kalo saya mengajukan sendiri juga bisa. Kalo saya, di sini saya part timer ya,,, saya memutuskan jadi part timer aja biar nyantai lah.. nah dari part timer bisa mengajukan lamaran untuk menjadi full timer, yang dibuka setahun sekali. Dari full timer ke AOO juga bisa, tapi biasanya dipromosikan dari atasan, direkomendasikan,,gitu. Soalnya jabatan itu bukan hanya ngajar, tapi juga mesti take care of everything.
- DS : Apakah gaji yang Anda terima sudah sesuai dengan tanggung jawab yang Anda emban?
- UL (40) : Kalo saya prinsipnya gini ya Mbak, karena saya part timer, saya datang dibayar, nggak dateng ga dibayar, tapi jumlahnya ya saya rasa masih reasonable, oke-oke aja lah.

- DS : Apakah Anda mendapatkan insentif/bonus?
- UL (41) : Ya, ada, insentif tiap bulan ada, dan tiap level itu beda-beda, kalo bonus ada, setahun tiga kali, yang pasti lebaran ya, kemudian tiap tahun juga, ada lagi tiap setengah tahun. Yang saya ingat tiga kali.
- DS : Apakah hal tersebut memotivasi Ibu untuk meningkatkan kualitas mengajar Ibu?
- UL (42) : Ya iyalah, tapi ga berarti, kalo ga dapet ga semangat, tapi kalo dapet kan lebih bagus,,gitu.
- DS : Apakah Anda menerima asuransi? Apa saja jenis asuransi yang Anda terima?
- UL (43) : Bukan asuransi, tapi dana sosial, misalnya ada temen yang kena musibah, na.. itu diberi. tapi itu bukan asuransi ya.. Kalo full timer saya kurang tahu ya..
- DS : Bagaimana hubungan Anda dengan atasan Anda, sesama pengajar dan dengan karyawan lain?
- UL (44) : Dengan teman-teman, karena sudah seperti keluarga, jadi akrab banget..kalo dengan atasan, AOO, biasa sih, seperti temen... kalo dengan atasan dengan pimpinan, karena kita jarang ketemu, ya formal lah hubungannya.
- DS : Mana yang paling perlu diperbaiki?
- UL (45) : Ya mungkin dengan atasan, soalnya, dulu dengan atasan yang lama itu tiap hari senin ada meeting untuk sharing, tapi so far akhir-akhir ini yang baru itu ga pernah ada, tapi walaupun ga pernah ada, segala sesuatunya berjalan lebih baik dari yang dulu.
- DS : Jadi kalo sharing itu ada evaluasi juga?
- UL (46) : O, itu beda, kalo sharing itu misalnya ada masalah apa, ada fasilitas yang perlu diperbaiki, atau apa, itu di forum sharing. Kalo yg evaluasi itu Annual test, jadi semua guru itu tiap tahun ada evaluasi dari pusat, dari Jakarta datang ke sini, nyebar kuesioner ke anak-anak, guru-guru tu performancenya gimana, anak-anak kan jujur ya, jadi kalo tidak suka ya bener, ditulis sejelek-jeleknya..

yang lain juga ada test TOEFL lagi ya..tiap tahun kita dipantau, naik atau turun, gitu..semacam ada buku rapor.

DS : Jadi untuk guru ada buku rapor?

UL (47) : Bukan buku sih, lembaran gitu, isinya laporan, misal guru A bagusya dimana, misalnya lagi kok guru B peringkatnya di bawah, kenapa, gitu.

DS : Kalo misalnya, kinerjanya guru menurun?

UL (48) : Sejauh ini sih, belum ada, paling diperingatkan, atau levelnya dibatasi dulu, diberi level yang mudah-mudah dulu..tapi sebenarnya ga ada yang mudah lho...semua susah..(tertawa).

DS : Kalo meningkat Bu?

UL (49) : Ya ada untungnya lah, kalo saya pribadi, kadang saya diberi kepercayaan untuk megang kelas yang levelnya agak tinggi, dan mungkin diberi outside class.

DS : Outside class itu berarti panggilan mengajar di tempat lain gitu Bu?

UL (50) : Ya, Lembaga luar tersebut mengadakan kelas, yg mengajar dari sini, gitu.

DS : Bagaimana pendapat Ibu tentang manajemen SDM di lembaga ini?

UL (51) : Untuk siapa?

DS : Untuk gurunya?

UL (52) : Ya untuk gurunya, kayaknya ya biasa-biasa aja lah, sempurna banget juga ga, berantakan juga ga, tapi average, semua masih bisa berjalan dengan lancar.

DS : Apa saran anda untuk lembaga ini? Atau yang harus ditingkatkan, mungkin?

UL (53) : Yang harus ditingkatkan, mungkin, fasilitasnya diperbaiki, misalnya internetnya diperbaiki biar cepet loadingnya, gedungnya juga mungkin perlu diperbaiki. Kalo saya mintanya ga yang muluk-muluk ...(tertawa).

- DS : Kalo kenaikan gaji yg lebih Bu?
- UL (54) : Kalo gaji lebih, saya Alhamdulillah. (Senyum)
- DS : Saran khususnya unruk divisi SDM?
- UL (55) : Kalo guru, kan kerjanya bukan cuma ngajar thok, tapi membuat media juga, nah itu juga perlu dihargai, gitu.
- DS : Jadi itu termasuk hak cipta ya? (tertawa)
- UL (56) : Ya iyalah.. boleh dipinjem tapi nggak boleh ditiru.. haha (tertawa)
- DS : Terimakasih ya Bu, atas waktunya...
- UL (57) : Ya. Sama-sama..

Komentar pengamat: (1) Materi di LBPP LIA telah disiapkan, sehingga guru tinggal mengajar dan mengembangkan materi tersebut, (2) Lesson plan hanya sebagai tambahan, (3) Guru LBPP LIA kreatif, karena juga membuat media ajar sendiri, (4) Media pembelajaran yang terdapat di setiap kelas cukup memadai, (5) Pengajar di LBPP LIA, khususnya part-timer mendapatkan training-training, insentif/bonus, dan gaji yang memadai. (6) Guru part-timer tidak mendapatkan asuransi, tetapi hal itu tidak menjadi masalah bagi guru UL. (7) Fasilitas-fasilitas untuk guru sudah memadai walaupun ada beberapa yang harus diperbaiki.

CATATAN LAPANGAN HASIL WAWANCARA DENGAN GURU (3)

- Catatan Lapangan Nomor : 07
- Waktu Wawancara : Rabu, 6 Mei 2009
Pukul 18.30-19.02 WIB
- Tempat Wawancara : Ruang Guru di LBPP LIA Surakarta
- Topik Wawancara : Peran dan Kegiatan Guru LBPP LIA dan Peran HRM di LBPP LIA Surakarta
- Pewawancara : Dhinar Sri Rustiana
- Yang diwawancarai : Staf Pengajar/Full-timer LBPP LIA Surakarta
(Keni, S.Pd.)

Transkrip Wawancara

Pengamat tiba di LBPP LIA pada pukul 18.25, langsung menuju ruang guru, karena yang stand by hanya guru KN, dengan mudah, pengamat langsung menemui dan menyampaikan keinginan untuk wawancara. Dengan sedikit perkenalan dan basa-basi, wawancara pun segera dimulai.

- DS : Apa latar belakang pendidikan Ibu?
- KN (01) : Ee... saya lulusan FKIP UNY.
- DS : Sudah berapa lama Ibu bekerja di sini?
- KN (02) : Dari tahun 2006, jadi hampir 3 tahunan...
- DS : Selama ini Ibu mengajar pada level apa saja?
- KN (03) : Semua udah, kecuali TOEFL ya...
- DS : Yang membuat Ibu tertarik bekerja di sini?
- KN (04) : Membuat tertarik? Itu alasan pribadi. Jadi ga ada kaitannya dengan lembaga. So far as I find the job in solo, I take it.
- DS : Ibu bukan dari Solo?
- KN (05) : Bukan, saya dari Temanggung.
- DS : Apa yang Ibu sukai dari LIA?
- KN (06) : Lingkungan kerjanya, nyaman.
- DS : Yang tidak disukai/kurang disukai dari LIA?
- KN (07) : Kurang disukai, apa ya.. ga ada...
- DS : Senang semuanya?
- KN (08) : Ya, so far so good.
- DS : Okay.
- KN (09) : Bukan maksudnya untuk menutupi sesuatu atau kejelekan/apa, gitu cuma so far, I can adapt all the things happen here, jadinya...ya fine aja..
- DS : Pendapat Ibu tentang recruitment tenaga pengajar di LIA?
- KN (10) : It was surprising sebenarnya...dulu itu I don't know about lia yet, kan, jadi daftar, I just think LIA is just a small course..trus nyampe sini, I was shock because, "LIA , Really? Is it a course?, (wajah

heran). Recruitment, seleksinya itu puuaaannjang tapi karena memang sudah niat, I take it all, dan diterima, bisa lolos. So thanks God.

DS : Tanggung jawab Ibu, disamping mengajar?

KN (11) : Tanggung jawab, disamping staf pengajar, ngajar ya, ya merawat fasilitas mengajar yang ada, especially media ajar, yang kadang tidak kita buat sendiri, udah tersedia, jadi kita yang take care of it.

DS : Jadi ringan-ringan aja ya Bu?

KN (12) : Heeh. Jadi ga terlalu berat yang gimana-gimana, gitu.

DS : Kemudian aturan-aturan yang harus Ibu taati sebagai tenaga pengajar?

KN (13) : Rulesnya..apa ya.. harus disiplin, itu number one ya...ya,,terus gini-gini ini, laporan-laporan gitu. (menunjuk laporan akademik siswa di meja). Ya menyampaikan peraturan yang harus dipatuhi anak, jadi yang menyampaikan kita, bukan anak bisa tahu sendiri, dari admin, ato siapa bukan..

DS : Pendapat Ibu tentang anak didik Ibu di LIA?

KN (14) : Untuk semua level sih, anak-anaknya dari bermacam-macam background...ya lumayan sih, mereka basic udah ada, even for children class, udah lumayan, ga yang zero in English.

DS : Jadi ngajarnya enak ya Bu?

KN (15) : Enak aja, tapi namanya juga anak, ada yang nakal gitu.

DS : Jadi masalahnya cuma behaviornya anak gitu Bu?

KN (16) : Heeh, just the attitude.

DS : Rata-rata jumlah siswa Ibu?

KN (17) : Rata-rata? Maksimum 22, minimum itu, 5-6..gitu.

DS : Yang jumlahnya 5-6 itu level apa Bu?

KN (18) : It can be any level...misal kelas ET it sampe level 8-9, karena mereka junior high school, mereka bisa pindah ke EA, gitu jadi pada berguguran, pada ganti program..

DS : Apakah Ibu hafal tiap murid Ibu?

- KN (19) : Kalo kita short term, 3 bulan, rata-rata bisa hafal.. karena kadang ada yang not only in the class, mereka juga consult or contact outside class.
- DS : Metode mengajar yang Ibu terapkan di kelas?
- KN (20) : Metode ngajar.. macem-macem, tergantung materinya...fokusnya kan 4 skills in English, ya tergantung bahannya, bisa kita buat apa, bisa untuk game ga, kan kita ndak bisa maksa, kadang kan we force to be fun in class, for reading/writing we force to have a game, nanti anaknya dapet gamenya materinya ga dapet, kan repot, jadi harus disesuaikan lah.
- DS : Tapi itu lebih difokuskan ke muridnya kan?
- KN (21) : Ya. dari LIA sendiri kan, we have to focus on student-student interaction.
- DS : Tapi guru tetap memberi penjelasan-penjelasan?
- KN (22) : Ya harus menjelaskan, especially for grammar, for regular program.EA, ET itu kan ga tentang grammar ya, tapi the use of language, kalo ada ya dijelaskan, tapi kalo menurut kita students udah tahu, ya explain in a brief, aja..
- DS : Media pembelajaran yang ada di kelas meliputi apa saja?
- KN (23) : Medianya TV, VCD player, tape recorder, whiteboard..
- DS : Apa semuanya selalu dipakai?
- KN (24) : Yang selalu tape, untkn TV, player, itu untuk level-level tertentu. Yang sesuai dengan tema...bisa playing movie, tapi juga harus kita paksa untuk tahu isinya, point film tadi yang bisa di relate ke materinya,..gitu
- DS : Kalo media ajar yang Ibu buat sendiri, ada tidak?
- KN (25) : Buat sendiri ada, kalo misalnya, kadang kalo ngajar kita kurang materi, jadi kita harus pinter-pinter ngisi waktu, disitu kita maen, entah itu creating game di kelas spontaneously, atau dengan

mempersiapkan sesuatu...to kill the time, misal kartu, atau alat yang kita beli sendiri.

DS : Jadi dituntut kreatif ya Bu?

KN (26) : Dituntut kreatif, karena anak-anak di sini juga kritis-kritis. Kalo mereka tidak suka sama gurunya, they talk to the supervisor/to the other teachers...jadi kita jadi ngerasain sendiri, ga disukai sama anak juga ngerasain kan. Jadi ya berlomba-lomba untuk sukses lah gitu.

DS : Kemudian hambatan apa yang Ibu temui saat mengajar?

KN (27) : Hambatan cuma 1, we find for difficult student...yang laen no problem...materi, fasilitas..we can adapt it. Kalo kita nemu students yang we cannot control,..handle, itu udah...istilahnya 'kita mesti gimana?', gitu.

DS : Ibu udah pernah mengalami?

KN (28) : Ya, pernah, saya mentog, I cannot handle them. I give them to the supervisor,..karena kebijakan tertinggi kan supervisor, terserah harus diapain...

DS : Kalo dari ortu siswa sendiri,..gimana Bu?

KN (29) : Ya macem-macem sih, ya di sini ortu mantau itu juga ga sedikit.. kalo anaknya nilainya jelek-jelek, pada complain...padahal ya nilainya ini-ini....faktanya begini...

DS : Kegiatan guru selain jam mengajar ada tidak?

KN (30) : Di luar jam mengajar, tidak ada...ya professionally work only for teaching...so outside that we have our own business..ha..ha..

DS : Ada training tidak Bu, untuk guru?

KN (31) : Misalnya untuk quality control gitu,..jadi upgrade for improving technique in teaching, usually held by LIA Jakarta, dari pusat misal once in 2 years, ada 1-2 kali, ya moving, kadang di sini, kadang di Jogja gitu...

DS : Itu kegiatannya apa Bu?

- KN (32) : Kegiatannya ya misalnya there is a new program, gitu...jadi diadakan training lagi, jadi kan pembaharuan, jadi di training lagi...trus TOEFL test tu every year, every June...
- DS : Kalo TOEFL nya hasilnya menurun atau gimana gitu Bu?
- KN (33) : Ya itu untuk evaluasi kita sendiri,...misalnya kemarin kita dapet 500, sekarang 550, itu jadi introspeksi kita sendiri “aku dah ngajar banyak level, tapi kok score ku dikit”, gitu..
- DS : Mengimprove kualitas mengajar ga Bu?
- KN (34) : Sometimes yes, sometimes no,...karena kadang-kadang dari Jakarta...materi yang dikasih tu buat kita not improving, ah itu biasa aj, udah pernah...tapi kalo ada new program ya jadi useful sekali, gitu..
- DS : Fasilitas apa saja yang diberikan lembaga untuk staf pengajar?
- KN (35) : TV, Indovision, minum, makan, internet, mobil kantor untuk nganter pulang, yang buat jemput ga ada ..he..he. Perpustakaan juga ada, khusus untuk guru.
- DS : Sudah memadai belum Bu, fasilitasnya?
- KN (36) : Emm, TV sudah, program lumayan,,internet juga lumayan, kalo ada hot gossip,..kita sharing...biar ga ketinggalan sama anak-anak, gitu. Karena juga materinya baru-baru...
- DS : Ada promosi jabatan tidak Bu, untuk guru?
- KN (37) : Ada. Promosi jabatan itu dari part timer, full timer, terus supervisor, ...bisa jadi trainer juga...
- DS : Susah tidak Bu?
- KN (38) : Itu tidak mudah...seleksi masuk yang lokal aja susah, apalagi masuk seleksi pusat, kan, lebih susah lagi..
- DS : Mohon maaf ya Bu, tentang gaji, apakah gaji yang Ibu terima sudah sesuai dengan tanggung jawab yang harus Ibu penuhi?
- KN (39) : Kalo dari gaji, kalo saya jujur ya...sesuai, soalnya, we don't do anything here,...we just applied what they give to us. Dari income dengan tanggung jawab yang “begini”, that's enough..

DS : Apa gaji itu udah layak Bu?

KN (40) : Ya layaklah, buat hidup di Solo. (sambil tertawa)

DS : Apa Ibu menerima bonus?

KN (41) : Ya. Bonus ada, tengah tahun, sama akhir, sama outside class, itu ada lagi..beda perhitungannya lagi..

DS : Apa bonus, insentif yang diterima memotivasi Ibu untuk meningkatkan kualitas mengajar?

KN (42) : Ga sih.. for me, its not related with kualitas kerja kita.. its our responsibility...back to our personality.. tapi kan kita juga seneng kalo dapat bonus yang lumayan gitu..

DS : Ada asuransi tidak Bu?

KN (43) : Untuk full timer iya... kesehatan. Juga ada subsidi glasses/kacamata, dapat dari kantor.

DS : Dana pensiun, untuk guru tetap ada tidak Bu?

KN (44) : Dana pensiun ada..sistemnya dr bank..kalo 100% kita 25 % kantor 75%

DS : Bagaimana hubungan Ibu dengan sesama pengajar, supervisor, dan owner?

KN (45) : Yang di sini sama supervisor, like a family, ga ada gap.... cuma untuk owner,..ga deket sih, sekedar tahu...karena jarang ketemu..kan ga cuma ngurusi LIA aja, gitu.. ada Pratama Mulia juga..

DS : Kalo sama administrasi?

KN (46) : Sama admin, kenal baik, karena urusannya ke kita,..ya simbiosis mutualisme..

DS : Evaluasi kerja, ada tidak Bu, di sini?

KN (47) : Ada, itu biasanya kayak upgrade TOEFL itu..kadang supervisor itu observe ke kelas, ngeliat guru ngajar, sebelumnya ada pemberitahuan juga sih..terus supervisornya ngomong di office gitu, tapi untuk semua guru, gitu..

DS : Tentang Divisi SDM di LIA, pendapat Ibu?

- KN (48) : Lembaga treat us as independent division...istilahnya kita dah bisa mandiri.. they don't need to bilang..harus begini, begitu..nggak.
- DS : Saran Ibu untuk lembaga ini?
- KN (49) : Sarannya... saya pengen pindah ruang guru..
- DS : Yang lebih gede gitu Bu?
- KN (50) : Ya, kalo saya suka yang gede-gede, saya minta ruang guru yang luas...kan ini juga mendesak sih,..we need new room..kan ini juga mau ada new teacher, guru nambah.....udah jalan training..jadi sempit, sumpeg, gitu....sarannya ganti ruang yang lebih besar dan luas..
- DS : Saya rasa cukup, terimakasih ya Bu atas kerjasamanya..
- KN (51) : Ya. Sama-sama.

Komentar Pengamat: (1) Suasana kerja di LBPP LIA nyaman, (2) Seleksi masuk/perekrutan guru baru di LIA cukup panjang dan susah, (3) Kedisiplinan sangat penting untuk guru-guru LIA, (4) Hambatan utama guru dalam mengajar adalah menghadapi siswa yang susah diatur, (5) Gaji, tunjangan, fasilitas yang diberikan, menurut guru KN sudah layak.

CATATAN LAPANGAN HASIL WAWANCARA DENGAN GURU (4)

Catatan Lapangan Nomor : 08
Waktu Wawancara : Jumat, 8 Mei 2009
Pukul 17.26-17.55 WIB
Tempat Wawancara : Ruang Guru di LBPP LIA Surakarta
Topik Wawancara : Peran dan Kegiatan Guru LBPP LIA dan Peran HRM di LBPP LIA Surakarta
Pewawancara : Dhinar Sri Rustiana
Yang diwawancarai : Staf Pengajar/Part-timer LBPP LIA Surakarta (Sriyati, S.Pd.)

Transkrip Wawancara

Pengamat tiba di LBPP LIA pada pukul 17.24, langsung menuju ruang guru, pengamat langsung menemui Guru SY, karena sudah membuat janji terlebih dahulu. Setelah menyampaikan keinginan dan tujuan dari wawancara dan dengan sedikit perkenalan, wawancara pun segera dimulai.

DS : Latar belakang pendidikan Ibu?
SY (01) : Kebetulan saya lulusan FKIP UNS, Bahasa Inggris
DS : Sudah berapa lama Ibu bekerja di sini?
SY (02) : Kurang lebih satu tahun, dari 2008, ya 1 tahun lebih..
DS : Sebagai part-timer atau full-timer?
SY (03) : Part-timer
DS : Ibu sudah mengajar pada level apa saja?
SY (04) : Sejauh ini, baru 2 ya..English for Teen untuk anak SMP, itu sama yang Elementary.

DS : Alasan Ibu untuk bekerja di LIA?

SY (05) : Sebenarnya karena nama LIA udah terkenal, terutamanya juga pengen cari pengalaman, pengen yang laen aja..

DS : Apa selain di sini, Ibu juga bekerja di tempat lain?

SY (06) : Sekarang sudah tidak lagi, khusus di sini.

DS : Apa yang Ibu sukai dari LIA?

SY (07) : Mungkin kekhasannya, ya, beda dengan kursus-kursus yang lain. Ada metode yang menarik.

DS : Misalnya?

SY (08) : Misalnya cara pengajarannya dengan anak, kaya gitu, kemudian ada banyak level dari mulai children smp TOEFL Preparation.

DS : Yang tidak atau kurang disukai dari LIA?

SY (09) : Yang kurang disukai, apa ya (tersenyum). Mungkin tiap materi harus dikembangkan sendiri, tiap guru harus kreatif. Sebenarnya ga susah juga sih, cuma agak susah.

DS : Bagaimana pendapat Ibu tentang seleksi masuk guru di LIA?

SY (10) : Seleksinya, dulu saya seleksinya ada 100an orang, kemudian ada beberapa seleksi, terus tinggal 30an, 11, terus tinggal 4.

DS : Jadi hanya diambil 4 orang itu?

SY (11) : Sebenarnya, ga diambil berapanya gitu, tapi siapa yang punya kompetensi, itu yang akan masuk. Jadi kalo ada 10 orang yang lolos sampe akhir, ya 10 itu diambil, gitu.

DS : Tanggung jawab Ibu, selain mengajar?

SY (12) : Selain mengajar, apa ya.. nilai ada, buat laporan, ada nilai performance, daily, terus ada nilai akhir pada promotion test. Itu aja sih..

DS : Membuat lesson plan mungkin?

SY (13) : Lesson plan tidak, cuma membuat point-pointnya aja

DS : Aturan-aturan yang harus ditaati oleh guru?

- SY (14) : Terutama masalah waktu ya, untuk memulai dan mengakhiri pelajaran harus tepat waktu. Kemudian, kita datang minimal 15 menit sebelum bel..
- DS : Kalo misalnya terlambat, bagaimana Bu?
- SY (15) : Sejauh ini belum pernah telat ya, tapi pernah mepet 5 menit sebelum bel, tapi ga masalah. Yang penting konfirmasi dulu, mengabari supervisor dulu..jadi mereka ga bingung.
- DS : Jadi harus selalu on time ya Bu..?
- SY (16) : Iya... justru kadang guru-guru LIA itu jam setengah 2 tu udah datang,,,padahal ngajarnya jam 2 seperempat..
- DS : Bagaimana pendapat Ibu tentang siswa-siswa di LIA?
- SY (17) : Kalo kepandaianya, beda-beda ya, tapi kalo dibandingkan anak-anak di sekolah, mereka lebih ya.., kalo kedisiplinan, anak-anak SMP itu masih karena ortu, karena disuruh, jadi mereka disiplin ,gitu.
- DS : Kalo perilakunya?
- SY (18) : Kebanyakan sih, cukup dekat dengan gurunya, akrab gitu.
- DS : Ada siswa yang rame, susah diatur gitu nggak?
- SY (19) : Beberapa, tapi tidak banyak. Yang anak SD, SMP gitu, agak susah..tapi kebanyakan anaknya baik-baik.
- DS : Jadi ga ada masalah dengan siswa-siswanya ya?
- SY (20) : Kadang ada juga. Pernah ada anak yang susah, susah dibilangin, sebenarnya cuma 1-2 anak gitu, tapi tetap mengganggu.
- DS : Kalo guru sudah tidak bisa menangani, bagaimana?
- SY (21) : Biasanya lapor ke supervisor, nanti supervisor masuk kelas untuk memberi pengarahan. ato kadang sebelumnya ada sharing sama guru lain, enaknya diapain ya, gitu..
- DS : Rata-rata jumlah siswa Ibu di tiap kelas?
- SY (22) : Kalo rata-rata, maksimum 22, minimumnya,,paling sedikit 6 anak..
- DS : Apa Ibu mengenal siswa-siswa Ibu dengan baik?

SY (23) : Mengenal iya, namanya ya hafal..

DS : Metode mengajar yang Ibu terapkan di kelas?

SY (24) : Biasanya kita lebih menekankan ke anak-anaknya, agar mereka bisa interaksi dengan teman-temannya.

DS : Jadi lebih ke studentsnya ya..?

SY (25) : He em.

DS : Media pembelajaran apa yang ada di kelas?

SY (26) : Kalo di kelas, whiteboard pasti ada, tape, TV, VCD/DVD, tapi yang biasanya selalu ada itu tape, kalo TV/VCD, masih ada beberapa ruang yang belum ada.

DS : Yang paling sering dipakai?

SY (27) : Tape

DS : Media pembelajaran yang Ibu buat sendiri?

SY (28) : Kalo gambar, ya, nyari, kartu-kartu, flash cards..

DS : Hambatan dalam mengajar?

SY (29) : Mungkin ya kita perlu lebih kreatif lagi, supaya anak lebih semangat mengikuti pelajaran gitu.

DS : Ada nggak kegiatan untuk guru yang diadakan di luar mengajar?

SY (30) : Ada, kalo yg rutin, ada, sebelum promotion test, itu ada pertemuan, atau sebelum mulai term..

DS : Kalo tentang training, ada tidak training untuk guru?

SY (31) : Training, kalo guru baru,.. training TEFL. Yang lainnya, untuk yang in-service, itu juga pernah, tapi kadang bareng/cross sama LIA jogja.

DS : In-service itu apa Bu?

SY (32) : Inservice, training buat guru yang udah ngajar di LIA, kan ada juga pre-service, itu sebelum ngajar...tapi ga wajib juga sih,..kalo ada training guru baru, kadang ada guru lama yang bisa ikut..gitu.

DS : Training-training yang pernah Ibu ikuti tersebut mampu tidak mengimprove kualitas mengajar Ibu?

SY (33) : Iya, sedikit banyak iya, soalnya kita mendapat masukan... ide-ide baru, oh..ternyata, materi ini udah ketinggalan, ada yang baru..jadi kita tahu.

DS : Fasilitas yang diterima sebagai guru?

SY (34) : Kalo guru, AC, TV ada, internet, perpustakaan khusus untuk guru, minum, makan malam buat yang dapat jatah ngajar malem..

DS : Apakah fasilitas-fasilitas tersebut sudah memadai?

SY (35) : Sejauh ini cukup memadai, lah ya..

DS : Ada tidak promosi kerja di LIA?

SY (36) : Ada, untuk misalnya udah kerja berapa tahun, kita bisa mengajukan untuk jadi guru tetap.

DS : Susah ga Bu?

SY (37) : Kurang tahu juga ya, soalnya saya belum pernah. Kalo ingin, bisa mengajukan semacam lamaran juga..

DS : Mohon maaf Bu, tentang gaji, apakah gaji yang Ibu dapatkan sudah sesuai dengan tanggung jawab yang harus dipenuhi?

SY (38) : Sesuai ga ya? (tertawa) Maunya sih lebih, tapi, ya, lumayan..

DS : Sudah layak belum Bu?

SY (39) : Ya, layak..

DS : Apakah Ibu juga mendapat insentif?

SY (40) : Ya, kalo saya dapatnya gaji dan insentif mengajar.

DS : Kalau bonus?

SY (41) : Yang ada tunjangan, pada akhir tahun, THR gitu..

DS : Memotivasi untuk lebih semangat mengajar tidak?

SY (42) : Iya, memotivasi.

DS : Kalau asuransi?

SY (43) : Asuransi, untuk yang part timer belum.

DS : Dana pensiun ada tidak Bu?

SY (44) : Pensiun ga ada.

DS : Tapi itu ga masalah kan Bu?

SY (45) : Ya, ga masalah. Its ok.

DS : Bagaimana hubungan Ibu dengan sesama rekan kerja, dan atasan?

SY (46) : Ya, baik sekali, akrab. Sama supervisor juga baik.

DS : Kalo sama manager lain dan owner?

SY (47) : Cukup baik juga, tapi jarang komunikasi, jarang ketemu, kalo dengan dengan administrasi baik..

DS : Ada evaluasi kerja tidak Bu? Misal performance mengajar?

SY (48) : Ada. Jadi sekali waktu ada juga supervisor masuk kelas, utk observe ke kita, terus ada dikasih masukan-masukan gitu..

DS : Jadi tiba-tiba supervisor masuk, melihat mengajar gitu Bu?

SY (49) : Nggak, jadi tidak tiba-tiba, ada pemberitahuan dulu, jadi kita nyiapin lesson plan, materi yang mau diajar itu, ini-ini...gitu, kalo ada yg kurang supervisor ngasih tahu, ngasih masukan, gitu.

DS : Kalo ada kritikan, dari supervisor, memotivasi ga, buat meningkatkan kualitas mengajar?

SY (50) : Ya, memotivasi, penting itu..

DS : Kalo pendapat Ibu tentang peran SDM di sini? Tentang treatment ke guru, ke fasilitas-fasilitasnya, gitu?

SY (51) : Ya sudah cukup baik, ada yg perlu ditingkatkan..

DS : Apa Bu?

SY (52) : Kadang, di kelas, Cuma AC, kadang-kadang kalo panas dikit, anak2 sudah complain, ribut, kadang tiba-tiba ga ada tape, jadi ribut..

DS : Jadi perlu peningkatan fasilitasnya ya?

SY (53) : Ya, fasilitas.

DS : Kalau saran untuk lembaga ini?

SY (54) : Ya, ada...ruang guru, sudah mulai sumpeg ini. Apalagi akan ada guru baru lagi 5 orang...

DS : Jadi kembali lagi ke fasilitas ya Bu?

SY (55) : Ya fasilitas, tapi ya udah lumayan sih, udah ada perbaikan di sana sini..tapi kan ga bisa langsung semuanya, ga bisa instan gitu..

DS : Terima kasih ya bu, atas info dan waktunya.

SY (56) : Ya sama-sama.

Komentar Pengamat: (1) Masalah ketepatan waktu kembali menjadi poin penting, (2) Guru LIA dituntut untuk selalu kreatif dalam mengajar, (3) Media pembelajaran di kelas sudah memadai, tetapi masih perlu ditingkatkan, (4) Hubungan guru-guru di LIA sangat akrab, (5) Gaji yang diterima oleh Guru SY sudah layak, (6) Ruang Guru di LIA sempit, perlu diperluas lagi.

CATATAN LAPANGAN HASIL WAWANCARA DENGAN SISWA

Catatan Lapangan Nomor : 09
Waktu Wawancara : Jumat, 24 April 2009
Pukul 11.10-12.15 WIB
Tempat Wawancara : Rumah Makan di Sukoharjo, Jl. Pemuda
Sukoharjo
Topik Wawancara : Guru LBPP LIA Surakarta
Pewawancara : Dhinar Sri Rustiana
Yang diwawancarai : Siswa-siswa LBPP LIA Surakarta; (Yogi, Arum,
Yessy, Ifah, Sasa)

Transkrip Wawancara

Pengamat tiba di lokasi wawancara pada pukul 11.05, memilih tempat yang cukup luas. Sebelumnya, pengamat telah membuat janji dengan beberapa siswa LBPP LIA Surakarta, yang kebetulan merupakan adik kelas dari pengamat, yaitu dari SMA N 1 Sukoharjo, dan semua siswa (YG, AR, YS, IF dan SS) tersebut sedang mengikuti bimbingan di LBPP LIA. Setelah menghubungi lewat sms, tidak lama kemudian, siswa-siswa tersebut datang, masih menggunakan seragam sekolah, karena memang wawancara akan dilakukan setelah siswa-siswa tersebut pulang dari sekolah. Setelah menjelaskan maksud dan tujuan wawancara, wawancara pun dimulai.

DS : Langsung aja ya.. ke Yogi dulu aja ya, kan ntar buru-buru jumatn.

YG (01) : Ya

DS : Yogi udah ikut berapa term?

YG (02) : Udah 6 term. Dari kelas 1 SMA.

DS : Berarti meningkat terus ya, levelnya?

YG (03) : Dulu juga udah dari SMP kelas 1 terus...ampe kelas 3.

DS : Berarti sekarang ikut yang...?

YG (04) : Sekarang ikut yang high intermediate 2.

DS : Itu yang ngajar siapa?

YG (05) : Mr. Wasi

DS : Kenapa dari dulu milih kursus di LIA?

YG (06) : Soalnya, satu keluarga tuh semua dari lulusan LIA.

DS : Oo, gitu.

YG (07) : Terus sertifikatnya tuh juga dah diakui..

DS : Terus, dulu taunya LIA tu dari mana?

YG (08) : Dari kakak, soalnya kakak udah di situ dari kelas 5 SD

DS : Oo, jadi mulai level children itu dah ikut ya...

YG (09) : (Mengangguk)

DS : Terus, apa sih yang kamu sukai dari LIA?

YG (10) : Pelajarannya..., terus pengajarnya juga baik, enak diajak ngomong, tempatnya juga enak, ya gampang, lah.

DS : Terus, pendapatmu tentang guru atau teacher di LIA tu gimana?

YG (11) : Enak. Baik, enak diajak ngomong juga, suka ngasih tahu juga. Ya...friendly lah, gitu.

DS : Jadi, hal yang kamu sukai dari guru di LIA?

YG (12) : Ya, kepribadiannya, orangnya menyenangkan, friendly gitu..

DS : Yang tidak kamu sukai dari gurumu di LIA?

YG (13) : Mungkin kadang penampilannya, kurang rapi gitu...

DS : Jadi, kamu ngerasa meningkat ga, les di LIA?

YG (14) : Ya...

DS : Nilainya naik juga?

YG (15) : Ya naik, walaupun dikit, he..he.

DS : Hehe.. terus eh, guru seperti apa sih yang kamu sukai, yang ada di LIA?

YG (16) : Friendly, enak diajak ngomong, nyambung diajak ngomong, orangnya dewasa. Sebelum di sini, pernah juga les di *****, tapi pengajarnya itu kurang terpercaya, gitu..

- DS : O, gitu.. Jadi menurutmu, metode seperti apa sih yang diterapkan guru LIA di kelas?
- YG (17) : Ya itu lho, FIESTA itu, ada di LIA, friendly, independent....trus apa gitu, aku lupa..
- DS : Yang lebih banyak ngomong di kelas siswanya ya?
- YG (18) : Ya.. apalagi level HI 2 itu kan udah presentasi-presentasi...
- DS : Kalo media/alat yang dipake dalam pembelajaran di kelas, apa?
- YG (19) : Whiteboard, tape, TV/DVD, itu kadang-kadang..
- DS : Emm, oiya, fasilitas apa yang kamu dapet di LIA?
- YG (20) : Ada kantin, ada lab, ada perpustakaan juga, mushola..
- DS : Bisa nonton TV kabel ga?
- YG (21) : Bisa, ya kayak Indovision gitu..tergantung materinya apa..
- DS : Ada saran ga, untuk guru LBPP LIA?
- YG (22) : Mungkin fasilitas-fasilitasnya, ditingkatkan, kayak lab, perpustakaan gitu..
- DS : Oke, thank you ya..
- YG (23) : Ya, aku pamit dulu ya, Mbak. Mau siap-siap jumatatan..
- DS : Oke.

YG pulang, kemudian wawancara dilanjutkan dengan AR, IF, SS dan YS.

- DS : Buat Arum, Ifah, Sasa sama Yessy, bareng-bareng aja ya, sekalian.
- AR (01) : Oke
- YS (01) : Yup
- IF (01) : Ya
- SS (01) : Sipp
- DS : Kalian udah berapa lama? Berapa term?
- IF (02) : 4 term, dari Elementary
- AR (02) : 6 term, terakhir ini masih jalan HI 2
- DS : Kalo Yessy?
- YS (02) : Lima, terakhir IM 4

DS : Kalo Sasa?

SS (02) : Lima. Terakhir HI 2

DS : Pertama kali denger LIA dari siapa?

Semua (01) : Kakak, teman, orang, gitu.

DS : terus, buat semuanya, apa sih, alasan milih LIA buat kursus bahasa Inggris?

AR (03) : Kan di LIA lembaganya terpercaya juga, kalo masalah ke akreditasi juga, terus sama keinginan ortu juga kesitu, yaudah.

IF (03) : Sertifikatnya

SS (03) : Iya

YS (03) : Diakui, gitu.

DS : Rencananya,nanti mau ngelanjutin sampe kapan? Level berapa?

AR (04) : Eh, kalo aku sendiri Cuma sampe HI 4 ini, nanti udah, terus nanti paling ga, postpone, 3 term. Mungkin nanti kalo niat pas kuliah, mau ambil TOEFL.

DS : (pesanan makanan datang, jadi wawancara ditunda sebentar) Ok, ni makanannya dah dateng, makan dulu aj ya..

DS : Sambil ngabisin makanan, dilanjutkan aja ya...

Semua (02) : Oke

DS : Kalo dibandingin tempat-tempat lain, apa sih yang membuat kalian lebih memilih LIA?

AR (05) : Mungkin, apa ya.. pertama fasilitasnya, kedua, guru-gurunya enjoy juga. Gurunya bisa nyatu sama murid-muridnya..

IF (04) : Pelajarannya juga variatif

YS (04) : Iya

SS (04) : Dialognya.. dialognya udah pake bahasa Inggris. Kalo tempat laennya, pengalaman di ***** itu masih pake bahasa Indonesia..

DS : Oo, gitu. Jadi kalian dipaksa harus ngomong gitu ya?

Semua (03) : Iya, he em.

AR (06) : Kan gurunya sendiri juga ngomong, di sini adalah tempat yang paling bagus untuk kalian ngomong bahasa Inggris, karena di luar sesi ini kalian ngomong bahasa Inggris juga malu-malu. Jadi, waktu yang 2 jam itu harus kalian sedemikian rupanya..

DS : Kelasnya enak ga?

Semua (04) : Enak..suasananya..friendly, sejuk...hahaha (tertawa)

DS : Guru seperti apa sih, yang bisa buat kamu nyanthol ke pelajaran?

SS (05) : Yang enak diajak ngobrol.

AR (07) : Bisa bergaul dengan muridnya.

YS (05) : Gaul, tegas tapi ga galak.

IF (05) : Neranginnya cetho..

DS : Jadi lebih ke sifatnya ya, personalnya?

Semua (05) : Ya..

DS : Favoritnya..?

Semua (06) : Mr. fauzi,miss sari, miss kiki, misss yayan...

YS (06) : Yang mulangnya jelas, terus gaul..

AR (08) : Aplikasi bahasa mereka tuh, gaul, gaya anak muda gitu..

YS (07) : Jadi cepet nyantol.

SS (06) : Mulangnya ga monoton gitu.

DS : Sering ada game-game, gitu?

Semua (07) : Ya

IF (06) : Tapi game-gamenya itu juga aplikasi dari pelajaran juga, gitu..

DS : Kalo Arum gimana?

AR (09) : Kalo aku, ya gurunya, ms kiki sama ms yayan itu asyik.. walaupun beliau udah ga muda.. tapi mereka masih bisa ngobrol-ngobrol sama siswanya, sama ABG, masalah-masalah remaja-remaja gitu, trus, mereka asyik, kata-kata mereka tuh ga monoton, selalu ada jokenya...

DS : Kalo Ifa?

IF (07) : Kreatif, ga mudah marah, kalo nerangin jelas, lucu, good looking juga..

DS : Ooo, good looking juga? Rata-rata gurunya hafal ga, nama-nama siswanya?

Semua (08) : Hafal. Namanya hafal juga..

DS : Gimana pendapatmu tentang guru di LIA?

AR (10) : Seru, gokil, asyik.

IF (08) : Gaul

SS (07) : Friendly

YS (08) : Ya, friendly

DS : Pernah dikasih hadiah ga, pas di kelas-kelas gitu?

Semua (09) : Kalo rutin masuk, ga pernah absen, dikasih hadiah, coklat, makanan, gitu

DS : Jadi mereka (gurunya) perhatian ya?

Semua (10) : Iya

DS : Kalo hal yang tidak kamu sukai dari guru kamu di LIA?

YS (09) : Kadang-kadang waktu bahas sedikit bosennin, tapi ga sering-sering amat sih..

AR (11) : Ya, kadang-kadang gitu juga..

IF (09) : Kadang ada yang agak galak juga.

SS (08) : Iya, kadang ada guru yang agak judes juga, tapi itu juga gara-gara muridnya sih, rame sendiri, gitu..

DS : Fasilitas yang didapat di LIA?

AR (12) : Modul, dikasih tas, blocknote, kalender, stiker, gantungan kunci, gitu-gitu

DS : Kalo fasilitas pembelajarannya?

Semua (11) : Lab ada, lab komp, perpustakaan, musholla, kantin.

DS : Metode mengajar yang diterapkan guru?

AR (13) : Lebih ke studentsnya ya, yang disuruh aktif, interaksinya lah... Tapi kalo lebih ke materi yang susah, grammar, gitu, biasanya ya guru yang ambil alih..

SS (09) : Iya, jadi muridnya disuruh aktif, diskusi...

YS (10) : Tanya jawab juga...

IF (10) : Ada debat juga..

DS : Apa yang membuat kamu semangat berangkat, masuk ke LIA?

AR (14) : Karena pacar...(semua tertawa).

AR (15) : Ga dHING, karena bayar, materi, gurunya, teman-temannya juga..

YS (11) : Iya

IF (11) : Setuju

SS (10) : He em..Setuju..

DS : Ada ga, saran untuk guru di LIA?

AR (16) : Cara ngajarnya lebih ditingkatkan kali ya.. udah asyik sih, biar tambah asyik aja, gitu..

SS (11) : Jangan gampang marah..kalo ada yang rame

YS (12) : Ya, lebih sabar menghadapi murid,...Cara-cara ngajarnya dibuat lebih menarik lagi..

IF (12) : Ya, sama..

DS : Saran untuk LBPP LIAnyA?

SS (12) : TV, VCDnya ditambah, biar ga usah pindah ruang kalo mau pake.

YS (13) : Sama

IF (13) : Sama

AR (17) : Fasilitasnya, kayak parkirannya gitu, biar nggak kehabisan..kantinnya juga..

DS : Ok, makasih banget ya, infonya, kapan-kapan, kalo saya butuh bantuan lagi, boleh kan?

Semua (12) : Ya..

Komentar Pengamat: (1) Siswa LIA memilih LIA sebagai tempat kursus karena sertifikatnya diakui. (2) Guru-guru di LIA friendly, gaul, dan perhatian dengan siswanya. (3) Metode mengajar guru-guru LIA lebih menekankan keaktifan siswanya. (4) Media-media pembelajaran hendaknya dilengkapi untuk membantu kelancaran proses belajar mengajar di kelas.

CATATAN LAPANGAN HASIL ANALISIS DOKUMEN LEAFLET

Catatan Lapangan Nomor : 10
Topik Analisis : Program Bahasa Inggris yang dibuka di LBPP
LIA Surakarta
Penganalisis : Dhinar Sri Rustiana
Hal yang dianalisis : Program Bahasa Inggris di LBPP LIA

A. Jenis program yang dibuka:

- a. English for children Untuk siswa-siswi Sekolah Dasar. Membantu meningkatkan kemampuan dalam menggunakan Bahasa Inggris. Sistem akademik dirancang menarik, menyenangkan serta memotivasi anak untuk terus belajar dengan giat.
- b. English for Teens. Program General English untuk siswa SLTP yang ingin meningkatkan kemampuan dan percaya diri dalam berkomunikasi di tingkat awal
- c. English for adults, terdiri dari:
 - (1) Elementary: Program untuk pemula. Materi pelajaran ditujukan untuk memperkenalkan berbagai komponen bahasa dan melatih berbagai keterampilan berbahasa Inggris seperti menyimak, berbicara, membaca, dan menulis. Peserta diharapkan mampu menggunakan komponen-komponen dan keterampilan tersebut dalam situasi yang masih terbatas pada situasi yang diajarkan di kelas,
 - (2) Intermediate untuk peserta yang telah memiliki pengetahuan dan keterampilan dasar berbahasa Inggris. Materi pelajaran ditujukan untuk meningkatkan pengetahuan dan keterampilan peserta. Peserta diharapkan mampu menggunakan komponen-komponen dan keterampilan tersebut secara lebih luas dalam kehidupan sehari-hari.,

- (3) High Intermediate, untuk peserta yang telah menguasai bahasa Inggris sampai dengan tingkat terampil. Materi pelajaran ditujukan untuk meningkatkan keterampilan peserta menjadi mahir dalam penggunaan bahasa Inggris untuk berkomunikasi dalam segala situasi.
- d. Conversation in English. Untuk umum (mahasiswa, karyawan, pebisnis, pencari kerja, dsb). Memberikan kesempatan berlatih seluas-luasnya dan membekali peserta dengan kiat-kiat dan teknik yang diperlukan untuk ikut aktif dalam percakapan sehari-hari.
- e. TOEFL Preparation Class. Program khusus yang dirancang untuk meningkatkan score TEFL. Kombinasi program akademik terdiri atas listening, reading, writing, speaking, and structure.

B. Biaya:

Urutan biaya dari yang tertinggi yaitu TOEFL, EC, Adult, CV, ET.

C. Fasilitas: AC, pengajar berpengalaman, mushola, kantin, aula, ruang tunggu, lokasi strategis, parkir luas, telepon umum.

Komentar pengamat (KP): (1) Program-program yang ditawarkan LBPP LIA lengkap, dari level anak sampai dewasa. (2) Biaya kelas anak lebih besar, mungkin karena dalam tahap kelas anak, bahasa Inggris menjadi dasar yang baru saja diterapkan di usia itu, (3) Fasilitas umum yang tersedia di LBPP LIA cukup lengkap dan memadai.

**CATATAN LAPANGAN HASIL ANALISIS DOKUMEN
DAFTAR KARYAWAN LBPP LIA**

Catatan Lapangan Nomor : 11
Topik Analisis : Daftar Karyawan di LBPP LIA Surakarta
Penganalisis : Dhinar Sri Rustiana
Hal yang dianalisis : Data Karyawan (guru) di LBPP LIA

ANALISIS

Secara garis besar, data karyawan LBPP LIA Surakarta terdiri dari:

1. Kepala Aviassi/cabang : 1 orang
2. Kepala Bidang Keuangan : 1 orang
3. Super User : 1 orang
4. Sekretaris dan SDM : 1 orang
5. AOO dan Guru Tetap : 9 orang
6. Guru Tidak Tetap : 14 orang
7. Teknisi : 1 orang
8. Staf Administrasi : 1 orang
9. Supir : 1 orang
10. Satpam : 2 orang
11. House-keeper : 2 orang
- Jumlah semua karyawan : 34 orang

Komentar Pengamat (KP): Sebagian besar staf LBPP LIA Surakarta adalah guru, yang berjumlah 23 orang, yang terdiri dari: (1) 9 orang guru tetap (full-timer), dan (2) 14 orang guru tidak tetap (part-timer).

CATATAN LAPANGAN HASIL ANALISIS DOKUMEN DATA SISWA TERM 1 (JANUARI-MARET) 2009

Catatan Lapangan Nomor : 12
Topik Analisis : Data Siswa di LBPP LIA Surakarta

Penganalisis : Dhinar Sri Rustiana
Hal yang dianalisis : Total jumlah siswa LBPP LIA pada beberapa periode terakhir

ANALISIS

Data Total Siswa LBPP LIA Surakarta

No.	Periode/Term	Jumlah Awal	Jumlah Akhir
1.	Maret 2007	1547	1513
2.	Juni 2007	1464	1440
3.	September 2007	1554	1522
4.	Desember 2007	1763	1712
5.	Maret 2008	1653	1535
6.	Juni 2008	1621	1538
7.	September 2008	1603	1494
8.	Desember 2008	1817	1698
9.	Maret 2009	1747	1732

Berdasarkan tabel data jumlah siswa di atas, dapat diketahui bahwa lonjakan jumlah siswa yang paling signifikan adalah pada Periode Desember 2007 dan Desember 2008 yaitu berkisar antara 1700-1800 orang. Sedangkan untuk periode-periode lain, jumlah total siswa berkisar antara 1400-1700 orang.

Komentar Pengamat (KP): Walaupun jumlah siswa di LBPP LIA belum dapat memenuhi target, yaitu 2000 siswa, namun jumlah yang dicapai sampai saat ini dapat dikatakan besar untuk ukuran sebuah kursus bahasa Inggris.

CATATAN LAPANGAN HASIL ANALISIS DOKUMEN

JADWAL KURSUS TERM 1 (JANUARI-MARET) 2009

LBPP LIA SURAKARTA

Catatan Lapangan Nomor : 13
Topik Analisis : Jadwal Kursus di LBPP LIA Surakarta
Penganalisis : Dhinar Sri Rustiana
Hal yang dianalisis : Tugas Mengajar Guru LBPP LIA Surakarta

ANALISIS

Berdasarkan data dokumen jadwal kursus LBPP LIA Surakarta pada term 1 tahun 2009, dapat disimpulkan bahwa 22 dari 23 guru LBPP LIA mendapat tugas mengajar dengan rincian sebagai berikut:

1. 11 guru mendapat tugas mengajar 8 pertemuan per minggu (full)
2. 2 guru mendapat tugas mengajar 6 pertemuan per minggu
3. 2 guru mendapat tugas mengajar 5 pertemuan per minggu
4. 3 guru mendapat tugas mengajar 3 pertemuan per minggu
5. 3 guru mendapat tugas mengajar 2 pertemuan per minggu
6. 1 guru mendapat tugas mengajar 1 pertemuan per minggu

Komentar Pengamat (KP): (1) Setengah dari jumlah total guru LBPP LIA mendapat tugas mengajar penuh, yaitu 8 pertemuan x 110 menit per minggu, (2) Pembagian tugas mengajar tidak berdasarkan status guru (full-timer/part-timer), tetapi berdasarkan kebijakan kepala bidang akademik.

CATATAN LAPANGAN HASIL ANALISIS DOKUMEN JADWAL TRAINING LBPP LIA SURAKARTA 2009

Catatan Lapangan Nomor : 14
Topik Analisis : Jadwal Training di LBPP LIA Surakarta
Penganalisis : Dhinar Sri Rustiana
Hal yang dianalisis : Jenis Training untuk Guru LBPP LIA Surakarta

ANALISIS

Dari data dokumen jadwal training yang diselenggarakan LBPP LIA untuk guru, dapat diketahui bahwa training tersebut dilaksanakan selama 50 hari/kurang lebih 2 bulan. Training tersebut diselenggarakan untuk guru-guru baru LBPP LIA yang direkrut oleh pihak LIA melalui seleksi dan test. Training TEFL A yang diadakan oleh LBPP LIA Pusat ini, terdiri dari beberapa topik, antara lain:

1. Language improvement for teachers (grammar)
2. Language improvement for teachers (pronunciation)
3. Principles of language learning and teaching
4. Classroom management
5. Classroom observation
6. Practicum teaching
7. Planning for effective teaching
8. Professional development
9. The techniques in the teaching of speaking
10. The techniques in the teaching of writing
11. The techniques in the teaching of reading
12. The techniques in the teaching of listening

Komentar Pengamat (KP): (1) LBPP LIA Pusat turun tangan sendiri dalam memberikan training untuk guru baru, dengan mengirimkan tim trainer dari Jakarta, (2) Topik training yang diberikan lengkap dan mencakup banyak skill.

Training Schedule

Time Table of TEFL A Training LBPP-LIA Solo 2009

February																														
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
Day	Mon	Tue	Wed	Thu	Fri	Sat	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Sat	Mon	Tue	Wed	Thu	Fri	Sat			
Subject																						Sunday	Language Improvement for teachers (Grammar)		Language Improvement for teachers (Pronunciation)					
Trainer																														

Note : : Term break March 23 - April 4, 2009

DAFTAR KARYAWAN

NO	NAMA	NIK		JABATAN	Mulai Bekerja
		YSBA	LIA PUSAT		
1	Hadi Indrianto, ST	1589.004	8961 056 .10	Kepala Cabang	Jan-89
2	Dar Rohkini, SE, MM	1390.014	9068 002 .10	Kabid Minkeu	Mar-90
3	Kusdarsinah, SE	1390.015	9066 003 .10	Super User	Mar-90
4	Dra. B. Farida Aryani	1590.025	9066 004 .10	Pengajar Tetap	Mar-90
5	Drs. Wasi Dewanto	1592.037	9267 006 .10	AOO	Jun-92
6	Dra. Endang Puspaningsih	1592.041	9267 007 .10	Pengajar Tidak Tetap	Jun-92
7	Dra. Handayani D K A	2592.044	9267 009 .10	Pengajar Tetap	Jun-92
8	Ngadimin Harto S	2393.067	9342 012 .10	Teknisi	Agust-93
9	Sutarto	1194.079	9467 013 .10	Driver	Sep-94
10	Urip Danang Nugroho, S.Sos	1395.101	9571 014 .10	Sekretaris & SDM	Des-95
11	Wijiyanto	1196.112	9674 016 .10	House Keeping	Agust-96
12	Sarmo	1396.113	9672 017 .10	House Keeping	Agust-96
13	Chatarina Indriyasari, S.S.	1500.161	0075 019 .10	Pengajar Tetap	Jun-00
14	Drs. Aminudin Noor	1500.165	0067 023 .10	Pengajar Tidak Tetap	Jun-00
15	Inalisien, SS	2501.179	0374 034 .10	Pengajar Tidak Tetap	Jun-01
16	Sunarso	2301.186	0177 026 .10	Satpam	Sep-01
17	Sulistyowati	2301.188	0180 027 .10	Staff Administrasi	Sep-01
18	Rakino	1303.218	0361 032 .10	Satpam	Agust-03
19	Diana Imama, S.Pd	2503.222	0380 033 .10	Pengajar Tidak Tetap	Jun-03
20	Rizky Kristianti, S.Pd	2303.224	0381 036 .10	Pengajar Tidak Tetap	Jun-03
21	Maria Lucia Lindriyati	2404.228	0464 037 .10	Pengajar Tidak Tetap	Jun-04
22	Umi Lestari, S.S	2404.229	0478 038 .10	Pengajar Tidak Tetap	Jun-04
23	Wininda Wahyu Winanti, S.Pd	2504.230	0480 039 .10	Pengajar Tidak Tetap	Jun-04
24	Desy Khridiyanti, S. Pd	2504.234	0478 043 .10	Pengajar Tidak Tetap	Jun-04
25	Fauzi Ratno Masruri, S.Pd	2504.235	0481 044 .10	Pengajar Tetap	Jun-04
26	Ambarwati, S.Pd	2506.242	0681 046 .10	Pengajar Tidak Tetap	Jun-06
27	Galuh Pramesti Sitoresmi, ST	2506.243	0678 047 .10	Pengajar Tidak Tetap	Jun-06
28	Jauhar Latifah, S.S	2506.244	0682 048 .10	Pengajar Tetap	Jun-06
29	Keni, S.Pd	2506.245	0679 049 .10	Pengajar Tetap	Jun-06
30	Sari Dewi, S.S	2506.246	0679 050 .10	Pengajar Tetap	Jun-06
31	Wiwik Mardiyanti, S.S	2506.247	0480 039 .10	Pengajar Tetap	Jun-06
32	Kusworo, S.Pd	2508.248	0879 055 .10	Pengajar Tidak Tetap	Jan-08
33	Sriyati, S.Pd	2508.250	0883 052 .10	Pengajar Tidak Tetap	Jan-08
34	Iwan Setiawan, S.Pd	2508.251	0877 054 .10	Pengajar Tidak Tetap	Jan-08

Course Schedule

LBPP-LIA SURAKARTA
TIME TABLE OF TERM 1 (January-March) / 2009



Slot No.	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	STAND BY
ROOMS	No.	201	202	203	204	205	206	207	208	209	301	302	303	304	305	306	307	308	309	103	104	101	
HOURS																							
1	08.00-09.50																						
2	10.00-11.50																						
3	14.15-16.05	EC 4A	SD	EL 4	HI 1	CV 2	IN 4	KE	FR	EC 4A	HA	EL 1	IN 1	FA	EL 4	IN 3	WM	AB	IN	ET 1			CI
4	16.15-18.05	EC 6B	CI	EL 3	IN 3	EC 2B	ET 6	UL	DI	ET 2	HI 3	IN 3	EL 4	EL 2	GP	SY	KS	HA	WM	ML	EC 4B	EC 2A	SD
5	18.30-20.20	CV 5	EP	CV 1	CV 2	ET 5	ET 2	SY	CV 2	CV 1	FR	IN 4	ET 2	IN 2	IN 3	CV 6	EL 3	EL 1	EL 3	SD	AN		JL
MONDAY & WEDNESDAY																							
TUESDAY & THURSDAY																							
6	08.00-09.50																						
7	12.00-13.50																						
8	14.15-16.05	EL 4	KE	IN 4	IN 1	ET 2	IN 1	IN 1	EC 4B	EL 3	ET 1	ET 3	EL 3	EL 3	CV 3	UL	EL 4	ET 6	IN 2	EC 6A	EC 5B		HA
9	16.15-18.05	CV 3	WM	ET 3	IN 1	EL 2	IN 2	HA	EC 1A	ET 7	ET 3	ET 4	ET 1	FA	HA	CV 3	CV 3	CV 3	CV 3	CV 3	CV 3	CV 3	GP
10	18.30-20.20	CV 4	CI	EL 4	CV 5	CV 6	HI 1	IN 1	CV 2	CV 3	SD	AB	AN	CV 4	EL 2	IN 2	CV 1	CV 1	CV 1	CV 1	CV 1	CV 1	KE
FRIDAY & SATURDAY																							
11	10.00-11.50																						
12	14.15-16.05	EC 3A	SD	ET 6	EC 5A	IN 2	HI 1	ET 5	EC 4B	EL 2	ET 2	EL 2	IN 3	IN 1	IN 1	IN 1	IN 1	IN 1	IN 1	IN 1	IN 1	IN 1	WM
13	16.15-18.05	EC 1B	CI	ET 8	ET 1	ET 3	ET 3	ET 3	EC 4A	IN 4	HI 4	KS	IN 2	ET 3	ET 3	ET 3	ET 3	ET 3	ET 3	ET 3	ET 3	ET 3	FR

Teacher Codes	
AB	AMBARWATI
AN	AMINUDIN NOOR
CI	CATHARINA INDRIYASARI
DI	DIANA IMAMA
EP	ENDANG PUSPANGSIH
FA	FAIRIDA ARIYANI
FR	PAULI RATNO MASRURI
GP	GALUH P. SITOREMI
HA	HANDAYANI DKA
IN	INALISJEN
IN	IMAN SETIAWAN
JL	JAUHAR LATIFAH
KE	KENI
KS	KUSWORO
ML	MARIA LUCIA
QZ	RIZKY KRISTANTI
SD	SARI DEWI
SY	SRIVATI
UL	UMI LESTARI
WD	WASI DEWANTO
WM	WIMIK MARDIYANTI
WW	WININDA W. WINANTI

Class codes:
EC = English for Children (SD)
ET = English for Teens (SMP)
CIE = Communicating in English

EL = Elementary
IN = Intermediate
HI = High Intermediate

CV = Conversation
TP = TOEFL Prep.
15.00-16.00 (EC)